# University of Zagreb
# Faculty of Teacher Education

Courses offered in English

# 1. Advanced Communicative Skills in English 1

| COURSE CODE: 234353 | | | | |
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| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Ivana Cindrić, PhD | | 1.6. Year of the study | 3 |
| 1.2. Name of the course | Advanced Communicative Skills in English 1 | | 1.7. ECTS credits | 2 |
| 1.3. Associate teachers | Nikola Novaković | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 0+0+30+e-learning |
| 1.4. Study programme (undergraduate, graduate, integrated) | integrated | | 1.9. Expected enrolment in the course | 45 |
| 1.5. Status of the course | **x** mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | - students will use strategies of successful spoken communication (active listening, interaction, speaking)<br>- students will be able to express their thoughts and opinions through discussion and debate in complex language situations<br>- students will acquire the appropriate expressions necessary to make communication happen<br>- students will continuously develop and raise language awareness<br>- students will develop accuracy and fluency in using English ( the expected level of communicative competence is C1 according to the CEFR) | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Passed Test of language skills and competences | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Students will:<br>- master the dictionary and phraseological corpus of English related to school, modern media, popular culture, child environment and childhood and early adolescence in general; | | | |

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| | - take responsibility for their own professional development and lifelong learning, analyse and evaluate their own work and their process of education and learning;<br>- develop accuracy and fluency in written and oral communication in English at the C1 level according to the Common European framework of reference for languages. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | On completing the course students will be able to:<br>- use strategies of successful spoken communication (active listening, interaction, speaking);<br>- express their thoughts and opinions in complex language situations;<br>- appropriately express their opinion on an issue or topic;<br>- use appropriate expressions which are necessary to make communication happen;<br>- continuously develop and raise  their language awareness;<br>- use English accurately and fluently (at C1 level according to the CEFR);<br>- apply successful vocabulary memorizing strategies. |
| 2.5. Course content (syllabus) | The aim of  the course is to cover selected topics from C1 materials and to complement them with authentic texts (from newspapers, magazines, literature) in order to develop communicative competence  of students. Vocabulary is expanded through work on collocations, idioms and phrasal verbs. Discussion and debate are used in class in connection with the topics. Advanced grammar structures are dealt with in class through communicative activities (articles, word formation, prepositions, word order, conditional clauses and other). Part of the classes are dedicated to content thematically linked to teaching English in the primary classroom (education, ecology, health, food, clothes, sports, weather, plants and animals) .  Each student chooses two topics to present in class (as peer teaching) – one text and  one grammar activity with acompanying tasks for students. |

| 2.6. Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>peer teaching (other) | 2.7. Comments: |
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| 2.8. Student responsibilities | Regular attendance and active participation - 30 hours<br>Preparing presentations of two topics  - 6 hours<br>Homework and preparation for class - 9 hours<br>Independent learning and preparing for exam - 15 hours |
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| 2.9. Monitoring student work | Class attendance | YES | NO | Research | YES | NO | Oral exam | YES | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | Homework | YES | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | Peer teaching | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | YES | NO |

| | Project | YES | <u>NO</u> | Written exam | <u>YES</u> | NO | ECTS credits (total) | 2 |
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| | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | Selected passages from:<br>Jones, L. (2002): New Progress to Proficiency, Cambridge: CUP. | 1 | |
| | Newbrook, J, Wilson, J. (2001): New Proficiency Gold. Harlow: Pearson Longman. | 1 | |
| | McCarthy, M. and F. O'Dell (2002): English Vocabulary in Use (Advanced). Cambridge: CUP. | 1 | pdf |
| | Authentic language material: recent articles from newspapers and magazines, short passages from literary works | | scan |
| | Recent English monolingual dictionary | | |
| | Grammar handbook | | |
| 2.11. Optional literature | Cambridge Certificate of Proficiency in English 1, 2, 3, 4 - Examination Papers from University of Cambridge ESOL Examinations. Cambridge: CUP | | |
| 2.12. Other (as the proposer wishes to add) | The course is held entirely in English. | | |

## 2. ELT Methodology: Culture in Teaching English to Young Learners

| COURSE CODE: 117814 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1 Course teacher | Ivana Milković, PhD | 1.6 Year of the study | 5 |
| 1.2 Name of the course | **ELT Methodology: Culture in Teaching English to Young Learners** | 1.7 ECTS credits | 2 |
| 1.3 Associate teachers | | 1.8 Type of instruction (number of hours L + E + S + e-learning) | 15+0+15+e-learning |
| 1.4 Study programme (undergraduate, graduate, integrated) | integrated | 1.9 Expected enrolment in the course | 45 |

| | | | 1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
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| 1.5 Status of the course | **x** mandatory | elective | | |

## 2. COUSE DESCRIPTION

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| 2.1. Course objectives | - to enable students to create materials for teaching culture to young learners of English as a foreign language;<br>- to develop students' awareness of cultural symbols and ideas. and the ability of a positive critical approach to cultural diversity and differences.;<br>- to empower students to create cross-curricular cultural activities and tasks for young learners of EFL.<br>- to develop students' competence for using stories, rhymes, songs, and animation with young learners of EFL. |
| 2.2. Enrolment requirements and/or entry competences required for the course | Students can attend the course after they have passed the following exams: Introduction to ELT Methodology, ELT Methodology: Young learners, Introduction to cultural studies, English-speaking cultures, |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Having completed their tasks in the course, the students will:<br>- acquire knowledge of the developmental characteristics of young learners;<br>- acquire awareness of teh importance to encourage a holistic development of children, taking into consideration the child's developmental characteristics, abilities, interests and the right to diversity;<br>- be able to successfully teach classes in multicultural settings;<br>- - understand and respect all the stakeholders in the educational process and be able to establish quality communication and to cooperate and work in a team;<br>- acquire theoretical and practical knowledge from the area of culture and intercultural language learning at an early age and apply this knowledge in the teaching of English in the primary environment. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Having completed the course, the students will:<br>- acquire knowledge of topics and materials appropriate for use in the foreign language classroom throughout primary education;<br>- develop the ability to critically evaluate teaching materials containing cultural content;<br>- develop the ability to establish criteria for selecting cultural topics relevant to young learners of EFL;<br>- master the methodological, linguistic and grammatical principles of teaching culture to young learners;<br>- be able to improve intercultural communicative skills of learners;<br>- be able to implement teaching culture in a cross-curricular way;<br>- be able to promote a positive climate and interest for different cultures in the classroom. |
| 2.5. Course content (syllabus) | 1 Introduction: show and tell activity<br>2 Terminology: young learners, culture, intercultural language learning |

3 Language and cultural identity; European identity
4 Cultural awareness and intercultural competence
5 Models of intercultural learning in EFL
6 Stereotypes and teaching English as a foreign language to young learners
7 A comparative approach to teaching culture in EFL – cultural similarities and differences (names, family names, holidays, etc.)
8 Culture in the primary EFL curriculum
9 An analysis of cultural topics in primary ELT coursebooks
10 Assessing intercultural competence
11 Teaching culture through literature (stories, rhymes, picture books and their use in the classroom)
12 Education for development
13 Education for peace and human rights; Children's rights
14 The role of source culture in teaching EFL to young learners
15 Conclusions; self-assessment, course evaluation

| 2.6. Format of instruction: | lectures<br> seminars and workshops<br> exercises<br> online in entirety<br> partial e-learning<br> field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>consultations (other) | 2.7. Comments: |
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| 2.8. Student responsibilities | Regular attendance and active participation - 30 hours<br>Preparing for classes by reading required passages and following the media - 10 hours<br>Preparing and delivering one presentation in class - 5 hours<br>Preparing a culture lesson plan and presenting it in class - 5 hours<br>Compiling the portfolio – 10 hours | | | | | | | |
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| 2.9. Monitoring student work | Class attendance | YES | NO | Research | YES | NO | Oral exam | YES | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | Homework | YES | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | Peer teaching | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (Presentation in | YES | NO |
| | Project | YES | NO | Written exam | YES | ~~NO~~ | ECTS credits (total) | 2 | |

| 2.10. Required literature (available in the library and/or via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
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| | Selected passages from: | | |
|---|---|---|---|
| | Byram, M.(ur.)(2003). Intercultural competence. Strasbourg: Council of Europe. | 1 | |
| | Brewster, J., Ellis, G. and D. Girard (2002) The Primary English Teachers Guide, London: Penguin Group. | 1 | |
| | Gill, S. and M.Čankova (2003) Intercultural Activities. Oxford Basics, Oxford: OUP. | 1 | |
| | Sampedro, R. i Hillyard, S. (2008). Global Issues (ur. Alan Maley). Oxford: Oxford University Press. | 1 | |
| | Tomalin, B., Stempleski, S. (1993). Cultural awareness. Oxford: Oxford University Press. | 1 | |
| | Huber-Kriegler, M., Lazar I.& Strange,J. (2003) Mirrors and Windows - An intercultural communication textbook , Graz: Council of Europe. | 10 | |
| 2.11. Optional literature | Andraka, M. (2020). Strani jezik, udžbenik i kultura. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. Andraka, M., Petravić, A. (2007). Razvoj interkulturalne kompetencije u osnovnoškolskoj nastavi stranih jezika. U : Dijete i jezik danas - Zbornik radova s međunarodnoga stručnog skupa. Čakovec-Osijek, 27-48. Antunac, M. (2004) Pripovijetka u nastavi anglosaksonske kulture i civilizacije.- U: Strani jezici 33(1-2). Storyworks, časopis Čudina-Obradović, M. i D. Težak (1995). Mirotvorni razred : priručnik za učitelje o mirotvornom odgoju. Zagreb: Znamen. Deardorff , D. K. (2006). Identification and Assessment of Intercultural Competence. Journal of Studies in International Education 10 (3),  241-266. Petravić, A. (2016). Međukulturna kompetencija u nastavi stranih jezika: od teorijskih koncepata do primjene. Zagreb: Školska knjiga Phillips, D., Burwood, S. and H. Dunford (1999) Projects with Young Learners, Oxford: OUP. Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. Annual  Review of Applied Linguistics 24, 209-239. Vickov, G. (2016.) Hrvatska kultura u učenju stranog jezika.Zagreb: Hrvatska sveučilišna naklada/Filozofski fakultet u Splitu.. | | |
| 2.1. Other (as the proposer wishes to add) | The course is held entirely in English. | | |

## 3. Introduction to cultural studies

| COURSE CODE: 57912 | | | |
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| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Kristina Cergol, PhD | 1.6. Year of the study | 2 |

| 1.2. Name of the course | Introduction to cultural studies | | 1.7. ECTS credits | 4 |
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| 1.3. Associate teachers | Silvija Hanžić Deda | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 30+0+30+e-learning |
| 1.4. Study programme (undergraduate, graduate, integrated) | integrated | | 1.9. Expected enrolment in the course | 45 |
| 1.5. Status of the course | **x** mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |

## 2. COUSE DESCRIPTION

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| 2.1. Course objectives | Students will become acquainted with the essence of cultural studies, the institutions, organisations and social categories involved in culture and civilisation. <br> They will be able to grasp the causes and consequences of the development of modern society. <br> They will master the terminology and specific linguistic features related to the course. <br>  They will develop the ability to use a positive ctitical approach when dealing with cultural differences. |
| 2.1. Enrolment requirements and/or entry competences required for the course | Passed all required exams in the first year of English study (835) |
| 2.1. Learning outcomes at the level of the programme to which the course contributes | Students will: <br> - be able to successfully teach classes in multicultural settings <br> - acquire theoretical and practical cultural and intercultural knowledge and know how to apply that knowledge in teaching English <br> - acquire the knowledge and skills necessary to carry out research, professional, and scientific work in the field of culture and in other areas related to teaching English as a foreign language <br> - be able to plan, carry out and evaluate English language teaching and corresponding extracurricular activities at primary school level <br> - understand and respect all the stakeholders in the educational process and be able to establish quality communication and acquire cooperative and teamwork skills |
| 2.1. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | On completing the course students will: <br> - be able to apply knowledge of sociocultural similarities and differences between their own country and the countries whose language they learn, respect them and be able to apply that knowledge in new situations and contexts |

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| | - become familiar with basic cultural topics and the relationship between culture and sociopolitical, educational, creative and other aspects of life in a particular milieu<br>- be able to recognize and critically reflect on cultural and political aspect of various cultures in interaction<br>- be able to use knowledge of sociocultural specificities of linguistic and non-linguistic communication and adapt it to intercultural communication by using appropriate models of behaviour in familiar situations and by trying out new models of behaviour in new, unfamiliar situations<br>- have developed the awareness of the need to implement tolerant and emphatic behaviour in contacts with persons from different cultures as well as the awareness of the existence of stereotypes and prejudice and of the need to deconstruct them<br>- be able to independently apply various strategies to sustain and re-establish interrupted communication and to avoid and/or overcome misunderstandings, including identifying and recognizing stereotypes and prejudices both about their own culture and other cultures<br>- have developed awareness of the influence of their own culture on the perception of own and other cultures, awareness of the cultural condition of communicative and cultural patterns, and of the variety, changes and development as important elements of cultures<br>- be able to encourage pupils' development of the awareness of harmful hasty generalizations and stereotypes |
| 2.1. Course content (syllabus) | 1 Culture and civilisation – definitions, terminological nuances – similarities and differences; high-context vs. low-context cultures; big C and little c<br>2 Types of identity; cultural identity<br>3. Language, culture and society<br>4 Cultural differences – intercultural communication, culture shock and culture bumps<br>5 Globalisation – positive and negative aspects, effect of globalization on culture<br>6 Globalisation and language; English as a language of international communication – English as a lingua franca, the role of culture in ELF<br>7 Norms; political correctness and taboos<br>8 Cultural stereotypes and cultural awareness<br>9 Popular culture; minorities and subcultures<br>10 The United Nations Organisation, the role of UNESCO<br>11 Human rights and civil rights<br>12 Food and culture (glocalisation, McDonaldisation, celebrity chefs)<br>13 Influence of food on cultural events through history (e.g. slavery, the Boston TeaPparty, the Salt March, and other)<br>14 Democracy; classical democracy and modern democracy; civil society and individual freedoms<br>15 History of Europe; the European Union, Cultural activities in the EU |

| 2.1. Format of instruction: | lectures | independent assignments | 2.1. Comments: |
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| | seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | | | multimedia and the internet<br>laboratory<br>work with mentor<br>consultations (other) | | | | |
| 2.1. Student responsibilities | Regular attendance and active participation - 60 hours<br>Preparing for classes by reading required passages and following the media  - 15 hours<br>Preparing and delivering one presentation in class and writing a paper on the same topic - 15 hours<br>Independent learning and preparing for exam - 30 hours | | | | | | | |
| 2.1. Monitoring student work | Class attendance | YES | NO | Research | YES | NO | Oral exam | YES | NO |
| | Experimental work | YES | NO | Report | YES | NO | Homework | YES | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | Peer teaching | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (Presentation in | YES | NO |
| | Project | YES | NO | Written exam | YES | NO | ECTS credits (total) | 4 | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 2.1. Required literature (available in the library and/or via other media) | Selected passages from:<br>Byram, M.(ur.)(2003). Intercultural competence. Strasbourg: Council of Europe. | 1 | |
| | Kramsch, C. (1998). Language and Culture. Oxford: Oxford University Press. | 1 | |
| | Sampedro, R. and S. Hillyard (2004) Global Issues, Oxford: OUP. | 1 | |
| | Tomalin, B. and S. Stempleski, (2003) Cultural Awareness, OUP. | 1 | |
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| 2.1. Optional literature | Andraka, M. (2020). Strani jezik, udžbenik i kultura. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.<br>Andraka, M. & Petravić, A. (2007). Razvoj interkulturalne kompetencije u osnovnoškolskoj nastavi stranih jezika. U : Dijete i jezik danas - Zbornik radova s međunarodnoga stručnog skupa. Čakovec-Osijek, str. 27-48.<br>Čudina-Obradović, M. & Težak, D. (1995). Mirotvorni razred : priručnik za učitelje o mirotvornom odgoju. Zagreb: Znamen.<br>Fountain, S. (1999). Education for Development: A Teacher's Resource for Global Learning, UNICEF.<br>Graddol, D. (2006). English Next. The British Council. URL: http://www.britishcouncil.org/learning-research-english-next.pdf<br>Hall, J. K. (2002) Teaching and Researching Language and Culture. London: pearson Longman. | | |

| | Ingelhart, R. & Norris P. (2003). Rising Tide: Gender Equality and Cultural Change around the World, Cambridge, Cambridge University Press.<br>Kramsch, C. (1994). Context and Culture in Language Teaching, Oxford:OUP.<br>Lázár, I. (2003). Incorporating intercultural communicative competence in language teacher education. Strasbourg: Council of Europe Publishing.<br>Petravić, A. (2010). Udžbenik stranog jezika kao mjesto susreta kultura: slike stranoga i vlastitoga u hrvatskim udžbenicima njemačkog jezika. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu/Školska knjiga.<br>Spencer-Oatey, Helen (2008). Culturally Speaking : Managing Rapport through talk across Cultures. London: Continuum.<br>Valdes, J.M. (2001). Culture Bound (P.170-178). UK: Cambridge University Press. |
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| 2.1. Other<br>(as the proposer wishes to add) | The course is held entirely in English. |

## 4. Research of child's music creativity

| COURSE CODE: 131527 | | | | |
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| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | PhD. Blaženka Bačlija Sušić, Assistant professor | | 1.6. Year of the study | First year |
| 1.2. Name of the course | Research of child's music creativity | | 1.7. ECTS credits | 3 |
| 1.3. Associate teachers | | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 1+0+1 |
| 1.4. Study programme (undergraduate, graduate, integrated) | Graduate study | | 1.9. Expected enrolment in the course | 90 |
| 1.5. Status of the course | mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Exploring ways of encouraging musical creativity in preschool children | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | There is no entry competences required for the course | | | |

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| 2.3. Learning outcomes at the level of the programme to which the course contributes | Knowledge grounding in the profession: decision making, critical and self-critical ability and problem-solving ability<br>Openness to different ways of creative expression<br>Adoption of new learning skills as a prerequisite for lifelong learning (informal, formal) |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Understanding the structure and purpose of educational systems and trends in the education of early and preschool children<br>Competences of educators for conducting activities to encourage preschool children's musical creativity<br>Ways of encouraging children's musical creativity<br>Spontaneous improvisation as a basic form of children's musical creativity<br>Activity of listening, imitating and recognition of sounds<br>Body percussion as child's creative way of expression<br>Encouraging children's musical creativity through the so-called activity of *Small Orchestra*<br>Sung and rhythmic speech as the way of child's creative expression<br>Encouraging musical creativity through activities of asking musical questions and completing unfinished musical phrases<br>A child's creative singing as a spontaneous creative expression<br>Activity of improvising a melody on existing verses and designing a text on an existing melody<br>Sound story, fairy tale, fable and song as a way to encourage children's musical creativity<br>Listening to music with dance and/or artistic expression as a child's creative expression<br>Planning and practical implementation of research activities on different ways of encouraging children's musical creativity in kindergarten<br>Evaluation and presentation of conducted research |

| 2.5. Course content (syllabus) | | | |
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| 2.6. Format of instruction: | **lectures**<br>**seminars and workshops**<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>**work with mentor**<br>   (other) | 2.7. Comments: |
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| 2.8. Student responsibilities | Regular attendance at lectures and active participation in classes for 15 hours (0.5 ECTS)<br>Regular seminar attendance and active participation 15 hours (0.5ECTS)<br>Independent implementation of activities in kindergarten that integrates different ways of encouraging children's musical creativity (1 ECTS) |
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| | Presentation of results through seminars (1 ECTS)<br>Total: 3 ECTS credits | | | | | | | | | | |
| 2.9. Monitoring student work | Class attendance | **YES** | NO | Research | **YES** | NO | Oral exam | | YES | NO | |
| | Experimental work | YES | NO | Report | YES | NO | (other) | | YES | NO | |
| | Essay | YES | NO | Seminar paper | **YES** | NO | (other) | | YES | NO | |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | | YES | NO | |
| | Project | YES | NO | Written exam | YES | NO | ECTS credits (total) | | | | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | Gospodnetić,H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2 | DA | |
| | Bačlija Sušić, B. (2016). Spontana improvizacija kao sredstvo postizanja samoaktualizacije, optimalnih i vrhunskih iskustava u glazbenoj naobrazbi. Školski vjesnik, 65 (1), 95-115. | | DA |
| | Bačlija Sušić, B. (2018). Dječje glazbeno stvaralaštvo: stvaralački i autotelični aspekt. Metodički ogledi, 25 (1), 63-83. | | DA |
| | Bačlija Sušić, B. i Županić Benić, M. (2018). Preschool Teachers' Sensibility in Music and Visual Arts as a Foundation for Encouraging Creative Expression in Children. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 20, Sp. Ed.3; 9 | | DA |
| | Mayesky, M. (2009). Creative activities for Young Children, Ninth Edition. Delmar: Cengage Learning | | DA |
| | Blackburn, C. (2016). Communicative musicality: sound, pulse and rhythm in music and language. Birmingham city University | | DA |

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| 2.11. Optional literature | Burnard, P., & Murphy, R. (2017). Teaching music creatively. Routledge. |
| 2.12. Other (as the proposer wishes to add) | Rogers, S. (Ed.). (2010). Rethinking play and pedagogy in early childhood education: Concepts, contexts and cultures. Routledge. |

## 5. Instrumental accompaniment with singing 1

| COURSE CODE: 96228 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | PhD. Blaženka Bačlija Sušić, Assistent professor | 1.6. Year of the study | 2 | |
| 1.2. Name of the course | Instrumental accompaniment with singing 1 | 1.7. ECTS credits | 1 | |
| 1.3. Associate teachers | dr.sc. Jelena Blašković, lecturer<br>Branimir Magdalenić, senior lecturer | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 0+2+0 | |
| 1.4. Study programme (undergraduate, graduate, integrated) | Undergraduate university Study of Early and Preschool Education Zagreb, Čakovec Petrinja | 1.9. Expected enrolment in the course | 15 | |
| 1.5. Status of the course | mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Developing playing and singing skills and abilities in order to practically perform music in the educational process in working with children of early and preschool age. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Passed exam from the Piano 2 course | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Understanding and developing the professional identity of the preschool teacher and acting in accordance with ethical norms and the professional code.<br>Awareness of the need to encourage the holistic development of the child. | | | |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Application of acquired knowledge and skills for conducting musical activities in the immediate educational process in working with children of early and preschool age.<br>Ability to adapt the practice of craft education to the specifics of the individual development of the child, through the educational and cultural context of the early and preschool curriculum. | | | |
| 2.5. Course content (syllabus) | Introduction to harmony.<br>Intervals<br>Major degrees in the scale. | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| | Common chords and their inversions.<br>Easy harmonization of songs for children of younger and middle age group based on the main stages.<br>Major cadence up to 4 signs.<br>Minor cadence up to 2 signs.<br>Major scales up to 4 signs.<br>Combining vocal and instrumental expression in interpretation, individually and in a group. | | | | | | | | | | |

| 2.6.   Format of instruction: | lectures<br>seminars and workshops<br>**practical activities**<br>online (100%)<br>mixed e-learning<br>field teaching | **hands on assignments**<br>multimedia and network<br>lab<br>mentorship<br>    (other) | 2.7.   Comments: |
|---|---|---|---|

| 2.8.   Student responsibilities | |
|---|---|

| 2.9.   Monitoring student work | Class attendance | **YES** | NO | Research | YES | NO | Oral exam | **YES** | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | (other) | YES | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | (other) | YES | NO |
| | Preliminary exam | YES | NO | Practical work | **YES** | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | YES | NO | ECTS credits (total) | | |

| 2.10.   Required literature<br>(available in the library<br>and/or via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Nikolajew, A. (1989). Die Russische Klavierschule, Bd.1. i 2. Hamburg: Sikorski | | |
| | John Thompson's Adult Piano Course: Book 1. i 2. Willis Music | | |
| | Peteh, I. Sviranka I., recenzirani priručnik, zbirka skladbi za klavir ili synthesizer za djecu preškolske dobir i studente odgojiteljskih studija. Zagreb 2015 | | |
| | Gospodnetić, Novosel i Blašković (2010). Skripta: Sviranje i pjevanje za predškolski odgoj. Učiteljski fakultet | | |
| | Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet | | |
| | | | |

| 2.11.   Optional literature | Mioč, D. (1997). Mala početnica za klavir. Zagreb: Targa. |
|---|---|

| 2.12.   Other<br>(as the proposer wishes to add) | |
|---|---|

## 6. Instrumental accompaniment with singing 2

| COURSE CODE: 117373 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | PhD. Blaženka Bačlija Sušić, Assistent professor | 1.1. Year of the study | 3 | |
| 1.2. Name of the course | **Instrumental accompaniment with singing 2** | 2.1. ECTS credits | 1 | |
| 1.3. Associate teachers | dr.sc. Jelena Blašković, lecturer Branimir Magdalenić, senior lecturer | 3.1. Type of instruction (number of hours L + E + S + e-learning) | 0+1+0 | |
| 1.4. Study programme (undergraduate, graduate, integrated) | Undergraduate university Study of Early and Preschool Education Zagreb | 4.1. Expected enrolment in the course | 15 | |
| 1.5. Status of the course | compulsory | optional | 5.1. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COURSE DESCRIPTION** | | | | |
| 1.1. Course objectives | Developing playing and singing skills and abilities in order to practically perform music in the educational process in working with children of early and preschool age. | | | |
| 2.1. Enrolment requirements | Passed exam in the course Instrumental Accompaniment with Singing 1 | | | |
| 3.1. Learning outcomes at the level of the programme to which the course contributes | Understanding and developing the professional identity of the preschool teacher, and acting in accordance with ethical norms and the professional code. Awareness of the need to encourage the holistic development of the child. | | | |
| 4.1. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | The use of different forms of musical expression in the curricula of early and preschool education. Ability to adapt the musical practice of early and preschool education to the specifics of the individual development of the child in the educational and cultural context. | | | |
| 2.1. Course content (syllabus) | Harmonization of larger-scale songs for older children, common chords of major degrees. Major - cadence up to 4 signs. Minor - cadence up to 2 signs. Major - scales up to 4 signs. | | | |

| | Minor - scales up to 2 signs.<br>Independence in performance: playing and singing.<br>Recognize the needs of children, and in accordance with their age, abilities, interests and preferences, choose appropriate musical content for them.<br>Analysis, comparison and experimental introduction of new music content. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5.1. Format of instruction | lectures<br>seminars and workshops<br>**practical activities**<br>online (100%)<br>mixed e-learning<br>field teaching | | **hands on assignments**<br>multimedia and network<br>lab<br>mentorship<br>(other) | | | 6.1. Comments | | | |
| 7.1. Student responsibilities | Regular class attendance and active participation: 15 school hours<br>Regular preparation for classes, exercise: ćča | | | | | | | | |
| 8.1. Monitoring students' work | Class attendance | **YES** | | Research | | NO | Oral exam | **YES** | |
| | Experimental work | | NO | Report | | NO | (other) | | NO |
| | Essay | | NO | Paperwork | | NO | (other) | | NO |
| | Midterm exam | | NO | Practical assignment | **YES** | | (other) | | NO |
| | Project | | NO | Test paper | | NO | Number of ECTS points (total) | 1 | |

| | TITLE | Available in library | Available through other media /resources |
|---|---|---|---|
| 2.2. Required literature<br>(available in the library and/or via other media) | Nikolajew, A. (1989). Die Russische Klavierschule, Bd.1. i 2. Hamburg: Sikorski | | DA |
| | John Thompson's Adult Piano Course: Book 1. i 2. Willis Music | | DA |
| | Peteh, I. Sviranka I., recenzirani priručnik, zbirka skladbi za klavir ili synthesizer za djecu preškolske dobir i studente odgojiteljskih studija. Zagreb 2015 | DA | |
| | Gospodnetić, Novosel i Blašković (2010). Skripta: Sviranje i pjevanje za predškolski odgoj. Učiteljski fakultet | | DA |
| | Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet | | DA |

| | |
|---|---|
| 2.1. Optional literature | Mioč, D. (1997). Mala početnica za klavir. Zagreb: Targa. |
| 2.2. Course objectives | |

## 7. Methods of Preschool Music Education 1

| COURSE CODE: 117370 | | | | |
|---|---|---|---|---|
| **1.   GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | PhD. Blaženka Bačlija Sušić, Assistent professor | 1.6. Year of the study | | 3. |
| 1.2. Name of the course | **Methods of Preschool Music Education 1** | 1.7. ECTS credits | | 4 |
| 1.3. Associate teachers | Josipa Kraljić, senior lecturer Branimir Magdalenić, senior lecturer dr.sc. Jelena Blašković, lecturer | 1.8. Type of instruction (number of hours L + E + S + e-learning) | | 2+1+0 |
| 1.4. Study programme (undergraduate, graduate, integrated) | Undergraduate university Study of Early and Preschool Education | 1.9. Expected enrolment in the course | | 80 Zagreb, Petrinja i Čakovec 30 |
| 1.5. Status of the course | compulsory | optional | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COURSE DESCRIPTION** | | | | |
| 2.3. Course objectives | To develop students' musical skills and knowledge for the practical implementation of musical activities in the immediate educational process in working with children of early and preschool age. | | | |
| 2.4. Enrolment requirements | Passed subject exams: Music culture, Instrument 1 and Instrument 2. | | | |

| 2.5. Learning outcomes at the level of the programme to which the course contributes | Understanding and developing the professional identity of the preschool teacher, and acting in accordance with ethical norms and the professional code. Awareness of the need to encourage the holistic development of the child. |
|---|---|
| 2.6. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Ability to adapt the practice of craft education to the specifics of the individual development of the child, through the educational and cultural context of the early and preschool curriculum.<br>Application and understanding of basic didactic principles in the field of Music Education.<br>Knowledge and differentiation of basic types (forms) of music activities within the methodology of music education.<br>Application of acquired knowledge and skills for conducting musical activities in the immediate educational process in working with children of early and preschool age. |
| 2.7. Course content (syllabus) | Basics of music education methodology in kindergartens.<br>Basic instructions for singing with children.<br>Preschool teachers' preparing activities.<br>Types (forms) and contents of music activities.<br>Work styles in music activity.<br>Methodical procedures in the activities of getting to know / adopting songs, nursery rhymes and active music listening.<br>Selection of music literature (playlist).<br>Body percussion and playing with percussions.<br>Listening to music with movement and dancing.<br>Singing games. |

| 2.8. Format of instruction | **lectures**<br>seminars and workshops<br>practical activities<br>online (100%)<br>mixed e-learning<br>field teaching | **hands on assignments**<br>multimedia and network<br>lab<br>mentorship<br>(other) | 2.9. Comments |
|---|---|---|---|

| 2.10. Student responsibilities | | | | | | | | |
|---|---|---|---|---|---|---|---|---|

| 2.11. Monitoring students' work | Class attendance | **YES** | | Research | | NO | Oral exam | **YES** | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | | NO | Report | | NO | (other) | | NO |
| | Essay | | NO | Paperwork | | NO | (other) | | NO |
| | Midterm exam | | NO | Practical assignment | **YES** | | (other) | | NO |

| | Project | | NO | Test paper | **YES** | | Number of ECTS points (total) | 4 |
|---|---|---|---|---|---|---|---|---|

| | TITLE | Available in library | Available through other media /resources |
|---|---|---|---|
| 2.12.Required literature (available in the library and/or via other media) | Gospodnetić,H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2 | YES | |
| | Marić,LJ.,Goran,LJ.(2012.) Zapjevajmo radosno, priručnik za odgojitelje, studente i roditelje, Zagreb: Gloden Marketing-Tehnička knjiga | YES | |
| | Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet | | YES |
| | Bačlija Sušić, B. (2016). Temeljni aspekti kognitivnih modela djetetova glazbenog razvoja. Napredak, 157 (1/2), 33-53. | | YES |
| | Bačlija Sušić, B. (2018). Preschool Teachers' Music Competencies Based on Preschool Education Students' Self-Assessment. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 20, Sp.Ed.1; 113-129. | | YES |
| | Bačlija Sušić, B. (2016). Samoaktulaizacija, optimalna i vrhunska iskustva kroz spontanu improvizaciju u glazbenoj naobrazbi. Školski vjesnik 65 (1) | | |
| | Bačlija Sušić, B. (2017). Music Education for Every Child - Idea or reality ? Revija za elemetarno izobraževanje, 10 (1), str. 85-97. | | |
| | Bačlija Sušić, B. (2013). Sinkretizam u kontekstu spontane improvizacije u klavirskoj poduci. U Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 3: interdisciplinarni pristup glazbi: istraživanje, praksa i obrazovanje Vidulin-Orbanić, Sabina (ur | | |
| | Bačlija Sušić Blaženka(2018). Dječje glazbeno stvaralaštvo: stvaralački i autotelični aspekt. Metodički ogledi 25(1), 63-85. | | |
| | Bačlija Sušić, B. i Županić Benić, Marijana (2018). Preschool Teachers' Sensibility in Music and Visual Arts as a Foundation for Encouraging Creative Expression in Children. *Croatian Journal of Education : Hrvatski časopis za odgoj i obrazovanje,* 20.Sp.Ed.3; 93-105 | | |

| | Bačlija Sušić, B., Habe, K i Kudek Mirošević, J. (2019). The role of improvisation in higher music education. U: ICERI 2019, Proceedings 12th international conference of education, research and innovation. Gómez Chova, L. ; López Martínez, A. ; Candel Tor (p. 4473-4482) | | |
|---|---|---|---|
| 2.13. Optional literature | Sam,R. (1998.) Glazbeni doživljaj u odgoju djeteta, Rijeka: Glosa, d.o.o. | | |
| 2.14. Other (suggestions) | Snježana Dobrota (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet u Splitu<br>Denac, O.(2011.) Z igro v čarobni svet glasbe. Ljubljana: Mladinska knjiga<br>Borota, B.(2013.) Glasbene dejavnosti in vsebine. Koper: Univerzitetna založba Annales | | |

## 8. Methods of Preschool Music Education 2

| COURSE CODE: 117376 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | PhD. Blaženka Bačlija Sušić, Assistent professor | 1.6. Year of the study | 3. | |
| 1.2. Name of the course | **Methods of Preschool Music Education 2** | 1.7. ECTS credits | 2 | |
| 1.3. Associate teachers | Josipa Kraljić, senior lecturer<br>Branimir Magdalenić, senior lecturer<br>Vesna Brebrić, mag. praesc. educ. | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 1+2+0 | |
| 1.4. Study programme (undergraduate, graduate, integrated) | Undergraduate university Study of Early and Preschool Education | 1.9. Expected enrolment in the course | 80 Zagreb, Petrinja i Čakovec 30 | |
| 1.5. Status of the course | compulsory | optional | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COURSE DESCRIPTION** | | | | |

| 2.1. Course objectives | To develop students' musical skills and knowledge for the practical implementation of musical activities in the immediate educational process in working with children of early and preschool age. |
|---|---|
| 2.2. Enrolment requirements | Passed exam in Music culture, Instrument 1, Instrument 2, Instrumental accompaniment with singing 1, **Methods of Preschool Music Education 1** |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Understanding and developing the professional identity of the preschool teacher and acting in accordance with ethical norms and the professional code.<br>Awareness of the need to encourage the holistic development of the child. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Application of acquired knowledge and skills for conducting musical activities in the immediate educational process in working with children of early and preschool age.<br>Ability to adapt the practice of craft education to the specifics of the individual development of the child, through the educational and cultural context of the early and preschool curriculum.<br>The use of different forms and ways of children's musical expression in the curricula of ECE. |
| 2.5. Course content (syllabus) | Passive listening to music.<br>Active listening to music - movement and dance.<br>Practical use of applications and puppets in the implementation of musical activities.<br>Percussion activities.<br>Choreography with music listening activity.<br>Encouraging children's musical creativity.<br>Recognition of musically gifted children in early and preschool age. |

| 2.6. Format of instruction | **lectures**<br>seminars and workshops<br>**practical activities**<br>online (100%)<br>mixed e-learning<br>field teaching | **hands on assignments**<br>multimedia and network<br>lab<br>mentorship<br>   (other) | 2.7. Comments |
|---|---|---|---|

| 2.8. Student responsibilities | | | | | | | | |
|---|---|---|---|---|---|---|---|---|

| 2.9. Monitoring students' work | Class attendance | **YES** | | Research | | NO | Oral exam | **YES** | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | | NO | Report | | NO | (other) | | NO |
| | Essay | | NO | Paperwork | | NO | (other) | | NO |
| | Midterm exam | | NO | Practical assignment | **YES** | | (other) | | NO |

| | Project | | NO | Test paper | **YES** | | Number of ECTS points (total) | 2 |
|---|---|---|---|---|---|---|---|---|

| | TITLE | Available in library | Available through other media /resources |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | Gospodnetić,H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2 | YES | |
| | Marić,LJ.,Goran,LJ.(2012.) Zapjevajmo radosno, priručnik za odgojitelje, studente i roditelje, Zagreb: Gloden Marketing-Tehnička knjiga | YES | |
| | Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet | | YES |
| | Bačlija Sušić, B. i Fišer, N. (2016). Obogaćivanje glazbenog doživljaja i izražaja djece rane i predškolske dobi tradicijskim stvaralaštvom. Nova prisutnost, 14 (1), 107-124. | | YES |
| | Bačlija Sušić, B. i Svalina, V. (2018). Competences of Educators and Teachers to Recognize and Develop Musical Talent. U: Challenges of Working with Gifted Pupils in European School Systems, Herzog, J. (ur.), (str. 25-43). Hamburg: Verlag Dr. Kovač. | | YES |
| | | | |
| | | | |
| | | | |
| | | | |
| 2.11. Optional literature | Goodkin, D. (2013). Play, Sing & Dance: An introduction to Orff Schulwerk, Miami, USA: Schott Music Corporation. Borota, B. (2013.) Glasbene dejavnosti in vsebine. Koper: Univerzitetna založba Annales Denac, O.(2011.) Z igro v čarobni svet glasbe. Ljubljana: Mladinska knjiga | | |
| 2.12. Other (suggestions) | | | |

## 9. Piano-1/Instrument-1

| COURSE CODE: 96209 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | PhD. Blaženka Bačlija Sušić, Assistant professor<br>PhD Martina Mičija Palić, Assistant professor | | 1.6. Year of the study | 1. |
| 1.2. Name of the course | **Piano-1/Instrument-1** | | 1.7. ECTS credits | 1 |
| 1.3. Associate teachers | Branimir Magdalenić, senior lecturer<br>PhD. Jelena Blašković<br>Marija Alapić | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 0+2+0 |
| 1.4. Study programme (undergraduate, graduate, integrated) | Undergraduate university study of Early and Preschool Education | | 1.9. Expected enrolment in the course | 15 |
| 1.5. Status of the course | mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Adopting playing skills and knowledge in order to perform music literature in working with preschool children. Practical use of the instrument in working with preschool children. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Passed the exam in Music culture | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Demonstrating abilities for different forms of artistic expression and action in the context of musical literacy.<br> Awareness of the need to encourage the complete development of the child through musical activities. | | | |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Developing knowledge and skills of playing an instrument for the purpose of acquiring musical content in working with preschool children.<br>Application of acquired knowledge and skills of playing an instrument in conducting musical activities in working with preschool children.<br>Independent research and application of new content suitable for preschool children. | | | |
| 2.5. Course content (syllabus) | Basic theoretical knowledge required for playing the piano. Hand posture, body posture, preparatory motor exercises. Basic ways of creating tone and melody: legato, staccato, non legato. | | | |

| | |
|---|---|
| | Read notes alphabetically and play simple melodies.<br>Scales: C major; G major, D major; A major; E major; F major; B major; in D minor - all in the first octave.<br>Playing simple songs with chordal accompaniment of the main degrees.<br>Correlation of the content of the courses Music Education, Methodology of Music Education and Piano. |

| | | | |
|---|---|---|---|
| 2.6. Format of instruction: | lectures<br>seminars and workshops<br>**practical activities**<br>online (100%)<br>mixed e-learning<br>field teaching<br>partial e-learning<br>field work | **hands on assignments**<br>multimedia and network<br>lab<br>mentorship<br>　(other)<br>　(other) | 2.7. Comments:<br>Awareness of the need for continuous work on instrument throughout the semester. |
| 2.8. Student responsibilities | Regular class attendance and active participation: 30 hours | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Class attendance | **YES** | | Research | **YES** | | Oral exam | **YES** | |
| | Experimental work | **YES** | | Report | | **NO** | (other) | | NO |
| 2.9. Monitoring student work | Essay | | **NO** | Seminar paper | | **NO** | (other) | | NO |
| | Midterm exam | **YES** | | Practical work | **YES** | | (other) | | NO |
| | Project | **YES** | | Written exam | | **NO** | ECTS credits (total) | 1 | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | Nikolajew, A. (1989). Die Russische Klavierschule, Bd.1. Hamburg: Sikorski | | DA |
| | Peteh, I. Sviranka I. Recenzirani priručnik, zbirka skladbi za klavir ili synthesizer za djecu predškolske dobi i studente odgojiteljskih studija. Zagreb 2015 | DA | |
| | John Thompson's Adult Piano Course: Book 1. Willis Music | | DA |
| | Gospodnetić, Novose i Blašković (2010). Skripta: Sviranje i pjevanje za predškolski odgoji. Učiteljski fakultet | | DA |
| | Kraljić, J. (2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet | DA | |
| | | | |
| 2.11. Optional literature | Bačlija Sušić, B. i Blašković, J. (2017). Poticanje kreativnosti u nastavi glazbe kod studenata odgojiteljskog studija. U: S. Vidulin (ur.) Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 5, zbornik radova (str. 89-102), Sveučilište Jurja Dobrile u Puli. Bačlija Sušić, B. (2012). Akcijsko istraživanje improvizacije u individualnoj nastavi klavira. Tonovi: časopis glazbenih i plesnih pedagoga, 60 (2), 25-58. | | |

| 2.12. Other (as the proposer wishes to add) | |
|---|---|

## 10. Piano-2/Instrument-2

| **COURSE CODE: 96218** | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | PhD. Blaženka Bačlija Sušić, Assistent professor PhD, Martina Mičija Palić, Assistent professor | | 1.6. Year of the study | 2. |
| 1.2. Name of the course | **Piano-2/Instrument-2** | | 1.7. ECTS credits | 1 |
| 1.3. Associate teachers | Igor Peteh, senior lecturer Branimir Magdalenić, senior lecturer PhD. Jelena Blašković Marija Alapić | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 0+2+0 |
| 1.4. Study programme (undergraduate, graduate, integrated) | Undergraduate university study of Early and Preschool Education | | 1.9. Expected enrolment in the course | 15 |
| 1.5. Status of the course | mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Continuity in adopting playing skills and knowledge in order to perform music literature in working with preschool children. Practical use of the instrument in working with preschool children. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Adopted contents from the previous semester and passed the exam from the course Piano-1 (Instrument-1) | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Demonstrating abilities for different forms of artistic expression and action in the context of musical literacy. Awareness of the need to encourage the complete development of the child through musical activities. | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Knowledge, understanding and connection of all adopted musical concepts. Classification of content by style and form. Mastering complex compositions and motor movements. Solving and analyzing new content and adapting it to work with children. Triads, triads' inversions and their application in song harmonization. Dominant quartet, description and application. | | | | | | | | | |
| 2.5. Course content (syllabus) | Systematic work on exercises from piano school. Playing technique: non legato, legato, staccato and portato. Major cadence up to 4 signs. Major scales up to 4 signs. Playing song tunes for kids. Main degree common chords and their inversions. Harmonization of songs for younger children and coding of the melody. Playing harmonized songs with chordal accompaniment. | | | | | | | | | |

| 2.6. Format of instruction: | lectures<br>seminars and workshops<br>**practical activities**<br>online (100%)<br>mixed e-learning<br>field teaching<br>partial e-learning<br>field work | **hands on assignments**<br>multimedia and network<br>lab<br>mentorship<br>(other)<br>(other) | 2.7. Comments:<br>Awareness of the need for continuous work on instrument throughout the semester. |
|---|---|---|---|

| 2.8. Student responsibilities | |
|---|---|

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2.9. Monitoring student work | Class attendance | **YES** | | Research | | NO | Oral exam | | **YES** | |
| | Experimental work | | NO | Report | | **NO** | (other) | | | NO |
| | Essay | | **NO** | Seminar paper | | **NO** | (other) | | | NO |
| | Preliminary exam | | NO | Practical work | **YES** | | (other) | | | NO |
| | Project | | NO | Written exam | | **NO** | ECTS credits (total) | 1 | | |

| 2.10. Required literature (available in the library and/or via other media) | Title | Available in library | Availability via other media |
|---|---|---|---|
| | Nikolajew, A. (1989). Die Russische Klavierschule, Bd.1. Hamburg: Sikorski | | DA |
| | Peteh, I. Sviranka I. Recenzirani priručnik, zbirka skladbi za klavir ili synthesizer za djecu predškolske dobi i studente odgojiteljskih studija. Zagreb 2015 | DA | |

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| | John Thompson's Adult Piano Course: Book 1. Willis Music | | DA |
| | Gospodnetić, Novose i Blašković (2010). Skripta: Sviranje i pjevanje za predškolski odgoji. Učiteljski fakultet | | DA |
| | Kraljić, J. (2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet | DA | |
| | | | |
| 2.11. Optional literature | Bačlija Sušić, B. i Blašković, J. (2017). Poticanje kreativnosti u nastavi glazbe kod studenata odgojiteljskog studija. U: S. Vidulin (ur.) Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 5, zbornik radova (str. 89-102), Sveučilište Jurja Dobrile u Puli. Bačlija Sušić, B. (2012). Akcijsko istraživanje improvizacije u individualnoj nastavi klavira. Tonovi: časopis glazbenih i plesnih pedagoga, 60 (2), 25-58. | | |
| 2.12. Other (as the proposer wishes to add) | | | |

## 11. Creative teaching activities 1

| COURSE CODE: 52866 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Ivana Cindrić, PhD | 1.6. Year of the study | 1 |
| 1.2. Name of the course | Creative teaching activities 1 | 1.7. ECTS credits | 2 |
| 1.3. Associate teachers | Silvija Hanžić-Deda | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 0+0+30 |
| 1.4. Study programme (undergraduate, graduate, integrated) | integrated | 1.9. Expected enrolment in the course | 50 |
| 1.5. Status of the course | mandatory | | 1.10. Level of application of e-learning (level 1, 2, 3), | 1 |

| | | | percentage of online instruction (max. 20%) | |
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| **2.** | **COUSE DESCRIPTION** |
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| 2.1. Course objectives | To become acquainted with ways of creative expression using the corpus of authentic texts (rhymes, songs, games) appropriate for encouraging strategies and skills of creative thought and language creativity, communicative language skills, emotional intelligence and cognitive development in general among children of lower and upper primary school age.<br>To raise awareness of the inseparability of language and culture and skill in meadiating to children the readiness to accept differences and communicate in an intercultural context.<br>To gain knowledge from the educational sciences regarding work with children for the purpose of encouraging childrens language and literary development.<br>To raise awareness of importance of encouraging creative expression of children (of lower primary and upper primary age) for a harmonious growth and development and contribution of the creativity of the teacher to the quality of the educational process.<br>To develop the skill to encourage an enviroment conducive to acquiring English language, early language and literary development and development of positive attitudes towards learning other langauges.<br>To develop the skill to adapt authetic literary texts to the demands of langauge development of children (lower and upper primary school age) and to develop competences and skills to create appropriate teaching materials for that purpose.<br>To develop strategies and skills for independent organization and implementation of activities directed towards childrens speaking skills and skills of creative langauge expressions and creating a learning environment sensitive to children's differences. |
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| 2.2. Enrolment requirements and/or entry competences required for the course | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Students will:<br>- independently plan, implement, and assess English language teaching and carry out appropriate extra-curricular activities across the primary school and lower primary school in particular.<br>- acquire theoretical and practical knowledge in the area of foreign language teaching theory and English language teaching methodology and apply it in teaching<br>- use the vocabulary and phraseological corpus of the English language related to school, modern media, popular culture, children's environment, and early adolescent age in general<br>- be acquainted with and understand developmental characteristics of students in early and middle childhood periods |

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| | - be able to manage a classroom in a multicultural setting | |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will -<br>- develop positive attitudes towards acquisition of other languages; become aware of the inseparability of language and culture; ability to mediate readiness to accept differences and intercultural communication,<br>- understand the importance of teacher's creativity for the quality of the educational process i.e. encourage creative expression in children in primary school for a balanced growth and development; knowledge of educational sciences for the purpose of encouraging children's language and literary development, i.e. creative linguistic expression.<br>- develop a pool of strategies and skills for: independent organization and implementation of activities directed towards the development of a student's speaking skills and abilities of creative linguistic expression, and create an environment sensitive to children's differences,<br>- create a corpus of authentic texts (rhymes, songs and games) appropriate for encouraging strategies and skills of creative thinking and language creativity, communicative language skills, emotional intelligence and cognitive development in general among primary school children,<br>- adapt authentic literary texts to the demands of children's language development.<br>- develop the skill to create and adapt teaching materials for the purpose of primary students' language development, | |
| 2.5. Course content (syllabus) | RHYMES AND SONGS IN FLT: Introduction, Why use rhymes and songs; What to begin with; Teaching methodology – assessment<br>HOW TO SELECT AND USE RHYMES AND SONGS:  Approaches and methods; activities; teaching plan; organization of teaching<br>RHYMES 1: Categories – examples; Cultural and historical background<br>RHYMES 2: Narrative rhymes; Adaptations of original rhymes<br>RHYMES 3: Rhyme, rhythm, repetition; Chants; Jazz chants<br>RHYMES 4: Language and cognition; Tongue twisters; Limerick; Sense in nonsence; Creative thinking and writing<br>SONGS 1: higher grades – Popular songs; Traditional songs<br>SONGS 2: lower grades; Raffi, TPR<br>RHYMES AND SONGS FOR SPECIAL OCCASIONS: Halloween; Christmas; Valentine's day; Easter; topics<br>RHYMES AND SONGS: Language in context – vocabulary and grammar<br>LANGUAGE GAMES: Why and how to use language games in ELT<br>DIGITAL TOOLS in teaching and learning language – games, activities and applications<br>RHYME, SONG AND CREATIVITY – strategies and activities for encouraging and developing creativity<br>CREATIVE TEACHING SKILLS – PROJECT PRESENTATION: Rhymes (idividual project); Songs (pairwork project); Games (grout project) | |

| 2.6. Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety | independent assignments<br> multimedia and the internet | 2.7. Comments: |
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| | partial e-learning<br>field work | | | laboratory<br>work with mentor<br>(other) | | | | | |
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| 2.8. Student responsibilities | Regular attendance and active participation<br>Group and independent project presentations<br>Assignments<br>Reading requirements and note-taking<br>Independent learning and preparing for the exam | | | | | | | | |
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| 2.9. Monitoring student work | Class attendance | YES | | Research | YES | NO | Oral exam | | | NO |
|---|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | | NO | Report | | NO | (other) | YES | | NO |
| | Essay | | NO | Seminar paper | | NO | (other) | YES | | NO |
| | Preliminary | YES | NO | Practical work | YES | | (other) | YES | | NO |
| | Project | YES | | Written exam | YES | | ECTS credits (total) | 2 | | |

| | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | Brewster, J. Ellis, G. with Girard, D. The Primary English Teacher's Guide. London: Penguin English. (Chapters 12 & 13) | | |
| | Vrhovac, Y. i suradnice (2019) Izazovi učenja stranoga jezika u osnovnoj školi. Zagreb: Naklada Ljevak. (selected chapters). | | |
| | Halliwell, English in the Primary Classroom, pg. 16-17 | | |
| | Matterson, E. This Little Puffin. London: Puffin Books: Penguin Books.                    (Selection of rhymes and games) | | |
| | Conn Beal, P. Hagen Nipp, S. Wee Sing & Play. LA: Price Stern Sloan (Selection of rhymes and games) | | (http://www.weesing.com/booksAudio.cfm) |
| | Papa, M. and Iantorno, G. Famous British and American Songs and Their Cultural Background. London: Longman. Selection of songs<br>Murphey, T. Music and Song. Oxford: OUP.  Introduction | | http://www.teachingenglish.org.uk/article/kids-songs |
| 2.11. Optional literature | Opie, I. and P. The Oxford Dictionary of Nursery Rhymes. Oxford: OUP.<br>Reilly, V. and Ward, S. Very Young Learners. Oxford: OUP. | | |

| | Read, C. 500 Activities for the Primary Classroom. Oxford: Macmillan. |
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| | Lewis, G. and G. Bedson. Games for Children. Oxford: OUP. |
| | Fisher, R. Games for Thinking. Oxford: Nash Pollock. |
| | Fisher, R. Teaching Children to Think. London: Simon Schuster.: |
| | http://www.teachingenglish.org.uk/article/kids-songs |
| | http://www.teachingenglish.org.uk/article/using-music-motivate-engage-teenage-learners-story-jean-monnet-broons-cup-song-project |
| | http://www.learnenglish.org.uk/kids/ |
| | http://www.teachingenglish.org.uk/ |
| 2.12. Other (as the proposer wishes to add) | |

## 12. Creative teaching activities 2

| COURSE CODE: 57915 | | | | |
|---|---|---|---|---|
| **1.  GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Ivana Cindrić, PhD | 1.1. Year of the study | 1 | |
| 1.2. Name of the course | Creative teaching activities 2 | 1.2. ECTS credits | 2 | |
| 1.3. Associate teachers | Marko Gregurić | 1.3. Type of instruction (number of hours L + E + S + e-learning) | 0+0+30 | |
| 1.4. Study programme (undergraduate, graduate, integrated) | integrated | 1.4. Expected enrolment in the course | 50 | |
| 1.5. Status of the course | mandatory | | 1.5.  Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
| **2.  COUSE DESCRIPTION** | | | | |

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|---|---|
| 2.1. Course objectives | To become acquainted with ways of creative expression using the corpus of authentic texts (rhymes, songs, games) appropriate for encouraging strategies and skills of creative thought and language creativity, communicative language skills, emotional intelligence and cognitive development in general among children of lower and upper primary school age. To raise awareness of the inseparability of language and culture and skill in meadiating to children the readiness to accept differences and communicate in an intercultural context.<br><br>To gain knowledge from the educational sciences regarding work with children for the purpose of encouraging childrens language and literary development.<br><br>To raise awareness of importance of encouraging creative expression of children (of lower primary and upper primary age) for a harmonious growth and development and contribution of the creativity of the teacher to the quality of the educational process..<br><br>To develop the skill to encourage an enviroment conducive to acquiring English language, early language and literary development and development of positive attitudes towards learning other langauges.<br><br>To develop the skill to adapt authetic literary texts to the demands of langauge development of children (lower and upper primary school age) and to develop competences and skills to create appropriate teaching materials for that purpose.<br><br>To develop strategies and skills for independent organization and implementation of activities directed towards childrens speaking skills and skills of creative langauge expressions and creating a learning environment sensitive to children's differences. |
| 2.2. Enrolment requirements and/or entry competences required for the course | Creative teaching activities 2 |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Students will:<br>- independently plan, implement and assess English language teaching and carry out appropriate extra-curricular activities across the primary school and lower primary school in particular;<br>- acquire theoretical and practical knowledge in the area of foreign language teaching theory and English language teaching methodology and apply it in teaching;<br>- use the vocabulary and phraseological corpus of the English language related to school, modern media, popular culture, children's environment and early adolescent age in general;<br>- be acquainted with and understand developmental characteristics of students in early and middle childhood periods;<br>- be able to manage a classroom in a multicultural setting |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will -<br>- recognize the significance of promoting positive attitudes towards learning other languages; recognize the inseparability of language and cultures; mediate to children readiness to accept differences and intercultural communication, |

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| | - understand the significance of teacher creativity for a quality teaching process, i.e. encourage primary school children's creative expression for a balanced growth and development; knowledge from the educational sciences regarding work with children for the purpose of promoting language and literary development, i.e. creative language expression.<br>- develop a corpus of strategies and skills for: independent organization and implementation of activities directed towards the development of children's speaking skills and the ability to express oneself creatively and create an educational environment sensitive to children's differences,<br>- create a corpus of authentic texts (rhymes, songs and games) appropriate for encouraging strategies and skills for creative thinking and language creativity, communicative language skills, emotional intelligence and cognitive development in general among primary school children,<br>- adapt authentic literary texts to the demands of primary school children's language development.<br>- create appropriate teaching materials for the purpose of developing primary school children's language development. |
| 2.5. Course content (syllabus) | STORIES IN FLT: Introduction; Why use authentic stories; Thought, creativity and language; Stories and language skills<br>SELECTING STORIES: Approaches and criteria; Educational and language aims<br>TEACHING WITH STORIES: Methods, strategies and techniques; Activities; Teaching plan; Organization of teaching<br>STORYTELLING: The skill of storytelling – strategies and techniques; Reading stories, Retelling stories<br>LISTENING<br>STORIES FOR SPECIAL OCCASSIONS: Halloween, Christmas and other special days<br>EARLY LANGUAGE LEARNING AND THE PICTUREBOOK: Early language learning – the foundations for teaching language at an early primary school age; How to select and use a picturebook; Some relevant authors<br>INTRODUCTION TO DRAMA<br>DRAMA TECHNIQUES<br>SOUND PROCESSING<br>STORY DRAMATIZATION  - multimedia dramatization of a short story<br>STORY – LANGUAGE IN CONTEXT: language in context – vocabulary and grammar<br>STORY & CURRICULUM: how to integrate a story with other school subjects; projects related to<br>STORIES FOR DEVELOPING THINKING SKILLS: Thinking skills- creative thinking; Story – philosophy for children<br>GRUPNI PROJEKT: Audio drama |

| 2.6. Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>    (other) | 2.7. Comments: |
|---|---|---|---|
| 2.8. Student responsibilities | Regular attendance and active participation | | |

| | Group and independent project presentations<br>Assignments<br>Reading requirements and note-taking<br>Independent learning and preparing for the exam | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2.9. Monitoring student work | Class attendance | YES | | Research | YES | NO | Oral exam | | NO |
| | Experimental work | | NO | Report | | NO | (other) | YES | NO |
| | Essay | | NO | Seminar paper | | NO | (other) | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | | (other) | YES | NO |
| | Project | YES | | Written exam | YES | | ECTS credits (total) | 2 | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | Ellis, G. and Brewster, J. (2002) Tell it Again! The New Storytelling Handbook for Primary Teachers. London: Penguin (Chapter 1: Storytelling, an introduction; Chapter 2: Selecting storybooks; Chapter 3: Using storybooks; Chapter 4: Developing language-learning skills; Chapter 5: Classroom management) | | |
| | Wright, A. (1995) Storytelling with Children. Oxford: OUP (Chapter 1: How to choose, tell, and read stories aloud) | | |
| | Wright, A. (1997) Creating Stories with Children. Oxford: OUP -  Introduction | | |
| | Phillips, S. (1999) Drama with Children. Oxford: OUP  -  Introduction<br>Chapter 3: Making puppets and props | | |
| | Ur, P. & Wright, A. (2006). Five-minute activities: a resource book of short activities, CUP. | | |
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| 2.11. Optional literature | Read, C. 500 Activities for the Primary Classroom. Oxford: Macmillan.<br>Fisher, R. First Stories for Thinking. Oxford: Nash Pollock.<br>Fisher, R. Stories for Thinking. Oxford: Nash Pollock.<br>Fisher, R. Teaching Children to Think. London: Simon Schuster.<br>Internetski portali:<br>http://www.learnenglish.org.uk/kids/<br>http://www.teachingenglish.org.uk/<br>http://www.storyarts.org/lessonplans/<br>http://www.signedstories.com<br>http://www.kidzclub.com |

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| | http://www.teachingchildrenphilosophy.org/wiki/Category:Book_Modules | |
| 2.12. Other (as the proposer wishes to add) | | |

## 13. ELT Methodology – assessment

| COURSE CODE: 87064 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Ivana Cindrić, PhD | | 1.1. Year of the study | 4 |
| 1.2. Name of the course | ELT Methodology - assessment | | 1.2. ECTS credits | 2 |
| 1.3. Associate teachers | | | 1.3. Type of instruction (number of hours L + E + S + e-learning) | 15+0+15 |
| 1.4. Study programme (undergraduate, graduate, integrated) | integrated | | 1.4. Expected enrolment in the course | 50 |
| 1.5. Status of the course | mandatory | elective | 1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Become aware of the importance of valid and appropriate manners of assessing and evaluating students' progress<br>Develop skills for assessing, self-assessing and independent learning, giving and receiving feedback<br>Develop skills for assessing students' progress, developing criteria for evaluation<br>Develop skills for selecting materials for assessing knowledge, skills and abilities and developing tests<br>Encourage critical thinking and self-assessment of one's work for the purpose of learning and improving work | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | | | | |

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| 2.3. Learning outcomes at the level of the programme to which the course contributes | Students will:<br>- gain theoretical and practical work in the area of foreign language teaching theory and English language teaching methodology which they will be able to apply in their teaching;<br>- take responsibility for their professional development and lifelong learning, which includes the ability to analyse and evaluate own work, educational processes and learning;<br>- independently plan, implement and evaluate language teaching along with appropriate extracurricular activities across the school and primarily in primary education;<br>- know theoretical principles of assessment and self-assessment, give encouraging feedback to students for the purpose of developing awareness of progress in acquiring the English language;<br>- understand, critically evaluate and contribute to the identity of the teaching profession. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will:<br>- define terminology such as assessment, evaluation, testing, grading<br>- analyse and discuss advantages and disadvantages of traditional and alternative approaches to assessment and apply appropriate manners of assessment in early learning of the English language,<br>- use the curriculum in order to define learning outcomes and corresponding ways of assessment of student progress,<br>- create activities and tasks which will be used with students for the purpose of assessing their progress and which will not differ from regular, everyday activities,<br>- create and apply a portfolio as an appropriate tool for assessing progress in English language learning<br>- apply strategies for error correction,<br>- create and gradually implement appropriate forms of self-assessment and peer-assessment in ELT,<br>- appropriately and in a timely manner provide feedback regarding progress and student's work. |
| 2.5. Course content (syllabus) | 1. Introduction, new paradigms of learning and assessment (feedback and assessment)<br>2. Basic terms: evaluation, assessment, testing, grading<br>3. Traditional and alternative forms of assessment<br>4. Assessment and evaluation according to CEFR, HNOS, curriculum – School for life<br>5. Planning assessment in ELT (why, what, when, how)<br>6. Assessment as motivation and encouragement for developing self-confidence<br>7. Self-assessment and peer-assessment<br>8. Portfolio (types of portfolio, European language portfolio)<br>9. Characteristics of assessment in early English language learning<br>10. Assessment and evaluation of listening skills<br>11. Assessment and evaluation of speaking skills<br>12. Assessment and evaluation of reading skills<br>13. Assessment and evaluation of writing skills |

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| | 14. Test construction (standardized tests)<br>15. Self-evaluation and course evaluation | | | | | | |

| 2.6. Format of instruction: | lectures<br>seminars and workshops<br>practical activities<br>online (100%)<br>mixed e-learning<br>field teaching | hands on assignments<br>multimedia and network<br>lab<br>mentorship<br>(other) | 2.7. Comments: |
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| 2.8. Student responsibilities | Regular attendance and active participation; independent and group projects<br>Reading assigned literature, notetaking<br>Independent learning (preparation for the exam) |
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| 2.9. Monitoring student work | Class attendance | YES | | Research | | NO | Oral exam | Class attendance | YES |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | | NO | Report | | NO | (other) | Experimental work | |
| | Essay | YES | | Seminar paper | YES | | (other) | Essay | YES |
| | Preliminary exam | | NO | Practical work | YES | | (other) | Preliminary | |
| | Project | YES | | Written exam | YES | | ECTS credits (total) | 2 | |

| 2.10. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Council of Europe (2001): Common European Framework of Reference for Languages: Learning, teaching Assessment. Cambridge: CUP.<br>Kurikulum za nastavni predmet Engleski jezik za osnovne škole i gimnazije (2019). https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_139.html | | Yes |
| | Black, P., & William, D. (2001). Inside the Black Box - Raising Standards Through Classroom Assessment. Retrieved from King's College London School of Education: http://www.collegenet.co.uk/admin/download/inside%20the%20black%20box_23_doc.pdf<br>McKay, P. (2006). Assessing Young Language Learners. Cambridge: Cambridge University Press.<br>Cindrić, I. (2020). Assessment and the Competence to Assess Young Foreign Language Learners. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu (selected chapters) | 5 | yes |
| | Ioannou-Georgiou, S., & Pavlou, P. (2003). Assessing Young Learners. Oxford: Oxford University Press. | | |

| | Andraka, M. (2004). Ocjenjivanje uspješnosti u ranome učenju stranog jezika. Zagreb: Strani jezici 33, 3-4, 237-241.<br>Medved Krajnović, M. (1999). Vrednovanje znanja i učenje stranih jezika. In Y. Vrhovac, Strani jezik u osnovnoj školi (pp. 68-82). Zagreb: Naprijed | | |
|---|---|---|---|
| | Filipan-Žignić, B., & Legac, V. (2006). Assessment and Self-Assessment as an Unavoidable Prerequisite for a Qualitative Early Foreign Language Learning. In I. Vodopija (Ed.), Dijete i jezik danas: Vrjednovanje i samovrjednovanje u nastavi hrvatskoga i stranog jezika za učenike mlađe školske dobi (pp. 285-294). Osijek: Sveučilište J.J. Strossmayera u Osijeku. | 1 | |
| | Vrhovac, Y. (2006). Evaluation and Self-Evaluation in Foreign Language Instruction. In I. Vodopija (Ed.), Dijete i jezik danas: Vrjednovanje i samovrjednovanje u nastavi hrvatskoga i stranog jezika za učenike mlađe školske dobi (pp. 253-262). Osijek: Sveučilište J.J. Strossmayera u Osijeku.<br>Vrhovac, Y. i suradnice (2019) Izazovi učenja stranoga jezika u osnovnoj školi. Zagreb: Naklada Ljevak. (selected chapters). | 2 | |
| 2.11. Optional literature | Read, J. (2000). Assessing vocabulary. Cambridge: Cambridge University Press.<br>Buck, G. (2001). Assessing Listening. Cambridge: Cambridge University Press.<br>Bedynska, M., & Kowalczyk, K. (2000). Our responsibility, our roles and our tasks. In G. Boldizsar (Ed.), Introduction to the Current European Context of Language Teaching. ECML.<br>Razdevšek-Pučko, C. (1994). New Paradigm in the Assessment of Knowledgew as a Response to the Needs of the Contemporary School . Napredak , 179-185.<br>Shohamy, &  Hornberger, N.H. (2008) Encyclopedia of Language and Education: Language Testing and Assessment, New York: Springer.<br>Pavić, S. (2013) Assessment: Embracing New Challenges. Agerdeen: Insipred By Learning. | | |
| 2.12. Other (as the proposer wishes to add) | | | |

## 14. ELT Methodology: Content-based language teaching

| COURSE CODE: 87063 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Ivana Cindrić, PhD | | 1.1. Year of the study | 4 |
| 1.2. Name of the course | ELT Methodology: Content-based language teaching | | 1.2. ECTS credits | 2 |
| 1.3. Associate teachers | | | 1.3. Type of instruction (number of hours L + E + S + e-learning) | 15+0+15 |
| 1.4. Study programme (undergraduate, graduate, integrated) | integrated | | 1.4. Expected enrolment in the course | 50 |
| 1.5. Status of the course | mandatory | elective | 1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Familiarize students with the Curriculum and other documents which define the organization, aims and content of English language teaching in primary school.<br>Familiarize students with European educational documents relevant for implementing integrated English language teaching in primary school<br>Enable students to integrate topics from various school subjects with English language teaching with awareness of the benefits of integrated teaching<br>Enable students to organize and implement integrated teaching | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Students have to pass the course *Introduction to ELT methodology: early language learning* | | | |
| 2.3. Learning outcomes at the level of the | Students will:<br>- discuss theoretical and practical knowledge from the area of language teaching theory and English language teaching methodology and apply it in teaching; | | | |

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| programme to which the course contributes | - recognize and apply the corpus of phrases and vocabulary from the English language relating to school, contemporary media, popular culture, children and their environment, and childhood and adolescent age in general;<br>- design and conduct integrated English language teaching in primary education;<br>- identify and understand developmental characteristics of students in early and middle childhood;<br>- recognize and react to individual students' needs;<br>- interpret, critique and contribute to the development of the teaching profession;<br>- manage classrooms in a multicultural environment. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will be able to:<br>- apply communicative skills specific for the role of foreign language teacher;<br>- select authentic language materials and adapt them for the purpose of foreign language teaching;<br>- plan and organize integrated teaching;<br>- plan and organize project teaching;<br>- acquire the linguistic and phraseological corpus of the English language related to school, environment, child and adolescent age in general. |
| 2.5. Course content (syllabus) | 1. Interdisciplinarity and foreign language teaching<br>2. Advantages of integrated teaching and topic-based approach to teaching foreign langauges<br> 3. The Zagreb project – introducing English language into the 1st grade of primary school<br>4. Topic (theme)-based work (planning and implementation: brainstorming, web, mind-mapping)<br>5. Project-based English language teaching<br>6. CLIL - background to CLIL<br>7. CLIL – components of CLIL teaching<br>8.- 10. Topics from primary school subject areas (mathematics, social studies, art, physical education, history, geography) in English lessons using authentic materials and coursebooks – student presentations<br>11. - 13. Creating a glossary of temrs relating to particular school subjects – group presentations<br>14. Civic education and education for human rights as part of ELT curriculum<br>15. Education for development as part of the ELT curriculum |

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| 2.6. Format of instruction: | lectures<br>seminars and workshops<br>practical activities<br>online (100%)<br>mixed e-learning<br>field teaching | hands on assignments<br>multimedia and network<br>lab<br>mentorship<br>      (other) | 2.7. Comments: |

| 2.8. Student responsibilities | Regular attendance and participation in class - 45 hours<br>Preparation and presnetation of activities (projects) - 10 hours<br>Glossary and group presentation - 10 hours<br>Seminar paper - 10 hours<br>Practical work and mind map on a set topic - 15 hours | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2.9. Monitoring student work | Class attendance | YES | | Research | YES | | Oral exam | | NO |
| | Experimental work | | NO | Report | YES | NO | (other) | YES | NO |
| | Essay | | NO | Seminar paper | YES | | (other) | YES | NO |
| | Preliminary exam | | NO | Practical work | YES | | (other) | YES | NO |
| | Project | YES | | Written exam | | NO | ECTS credits (total) | 2 | |

| 2.10. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Andraka, M. (2004): Interdisciplinarnost i rano učenje stranog jezika – U: Zbornik  učiteljske akademije u Zagrebu, Vol. 6, br. 1(7), 51-57. | | |
| | Dale, L., Tanner R. (2012). CLIL Activities. Cambridge CUP (selected chapters)<br>Halliwell, S. 1992. Teaching English in the Primary Classroom, Longman. | | |
| | MZOS (2019) Nacionalni kurikulum za nastavni predmet - Engleski jezik<br>Hrvatski nacionalni obrazovni standard (HNOS) (2005) Zagreb:Ministarstvo znanosti, obrazovanja i športa i Nastavni plan i program za osnovnu školu. (2006). Zagreb:Ministarstvo znanosti, obrazovanja i športa. | | |
| | Curricula of other countries with respect to CLIL | | |
| | | | |
| | | | |

| 2.11. Optional literature | Burwood, S., Dunford, H. and D. Phillips: (1999): Projects with Young Learners. Oxford: OUP.<br>Čudina-Obradović and D. Težak (1995): Mirotvorni razred. Zagreb: Znamen<br>Fountain, S. (1995): Education for Development: A Teacher Resource for Global Learning. Hodder & Stoughton: UNICEF.<br>Miljević-Riđički, D., Maleš, D. and M. Rijavec (1999): Odgoj za razvoj. Jastrebarsko: Naklada Slap, UNICEF<br>Slattery, M. and J. Willis. (2001):  English for Primary Teachers: A handbook of activities & classroom language. Oxford: OUP. (odabrana poglavlja)<br>Deller, S, and Price, C (2007) Teaching Other Subjects ThroughEnglish (CLIL), Oxford: Oxford University Press |
|---|---|

| | Snow, M. A. and D. M. Brinton (eds.) (1997): The Content-based Classroom: Perspectives on Integrating Language and Content. London: Longman. Stryker, S. B. and B. L. Leaver (eds.) (1997): Content-based Instruction in Foreign Language Education: Models and Methods. Washington, DC: Georgetown University Press. Svecova: H. (2003): Cross-Curricular Activities, Oxford: OUP. |
|---|---|
| 2.12. Other (as the proposer wishes to add) | |

## 15. Acquisition and Learning Of The Croatian Language

| COURSE CODE: 25232 | Course Title: | ACQUISITION AND LEARNING OF THE CROATIAN LANGUAGE | |
|---|---|---|---|
| Language of Instruction: | | English | |
| ECTS points: | | 2 | |
| Instructor: | | Lidija Cvikić, Associate Professor | |
| Academic Year and Semester: | | | 2021/22   Winter |
| Hours of Instruction: total/week (Lectures+Discussion Sections): | | | 30 / 2 (1+1) |
| Summary: | | The course is an introduction into the field of language acquisition and (foreign) language learning. Basic knowledge of the processes of language acquisition and language learning is essential to future primary school teachers in order to raise their awareness and understanding of children's language development in primary school. Special emphasis will be given to the acquisition of Croatian as first language and learning of Croatian as second language. The following topics will be covered in the course: Language - knowledge and competences; Monolingualism, bilingualism, multilingualism; Language acquisition vs. language learning; Language development in L1; Acquisition of Croatian as L1; Language development in L2; Factors of foreign language learning; Theories and approaches to second language acquisition; Croatian as second, foreign and heritage language; Learning of Croatian as L2. | |
| Competences: | | Students will understand the main differences between language acquisition and language learning; as well as the differences between first, second, heritage and foreign language. They will understand the factors that influence language acquisition and language learning, the main characteristics of native vs. non-native speakers. Students | |

| | |
|---|---|
| | will acquire the general knowledge and understanding of the theoretical concepts related to first and second language development and they will be able to apply them critically when planning their own teaching. |
| **Methods of Instruction:** | The course will consist of lectures and discussion sessions. |
| **Student Evaluation:** | Students will actively participate in lectures and discussion seminars. Their evaluation will be based on their participation in classes, their written assignments and presentation of scientific papers on selected topics. |
| **Examination Method:** | Written examinations. A mid-term and final exams. |
| **Student Requirements:** | Lectures and Active Participation in Discussion Sections: 30 hours<br><br>Independent Reading and Exams: 15 hours<br><br>Assignments and Presentation: 15 hours<br><br>Total: 60 hours – 2 ECTS points. |
| **Required Reading:** | Lightbown, P. i Spada, N. (1993) *How Languages Are Learned*, Oxford: Oxford University Press.<br>Scovel, T. (1997). *Psycholinguistics*. Oxford: Oxford University Press.<br>Brown, H. D. (2000) *Principles of Language Learning and Teaching*. Longman.<br>Jelaska, Z. & Cvikić, L. (2009) Teaching of Croatian as a second language to young learners: Minority language speakers and their language competence. In: Nikolov, M. (ed.) *Early learning of modern foreign languages: processes and outcomes*. Bristol-Buffalo-Torronto: Multiligual Matters, 46-62. |
| **Additional Reading:** | In consultations with a professor. |
| **Evaluation:** | In accordance with the system of quality assurance at the University of Zagreb (student's evaluation). |
| **Instructor's CV:** | Lidija Cvikić holds a PhD in linguistics from the University of Zagreb. She works as associate professor at the Faculty for Teacher Education at the University of Zagreb where she teaches courses on the Croatian language. Her research focuses on acquisition of Croatian as a first, second and foreign language (morphology and vocabulary), teaching of Croatian as L2 and e-learning of language. She has published around 40 papers and book chapters on these topics; she edited one book and co-authored two textbooks for the Croatian Language. She is a co-author of the e-learning course of Croatian as a foreign language (HiT-1) of the University of Zagreb and Croatian Heritage Foundation. She participated in several scientific projects, numerous workshops, seminars and conferences. For two academic years Lidija Cvikić was a visiting lecturer of Croatian at the Indiana University, Bloomington, USA. |
| **Comments:** | |

## 16. Academic Writing Course

| COURSE CODE: 58067 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Mark Davies | | 1.1. Year of the study | 4 |
| 1.2. Name of the course | Academic Writing Course | | 1.2. ECTS credits | 2 |
| 1.3. Associate teachers | | | 1.3. Type of instruction (number of hours L + E + S + e-learning) | 0+0+30 |
| 1.4. Study programme (undergraduate, graduate, integrated) | integrated | | 1.4. Expected enrolment in the course | 45 |
| 1.5. Status of the course | mandatory | elective | 1.5.1 | 1 |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Understand and apply the conventions of academic writing. COntinuously develop the skills of critical reading and evaluating academic texts Understand the process and procedures in conducting research Develop a style of writing approprte with respect to the conventions and segments of an academic paper. Encourage the use of IT as a key source for research and writing. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Students should have attended the course "Advanced Writing in the English Language" | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Ovaj će predmet omogućiti studentima: usvajanje pravila pisanja akademskih radova radi boljeg tumačenja i uvažavanja znanstvenog djelovanja na područjima obrazovanja i humanističkih znanosti; primjenu pravila i vještina pisanja akademskih radova u svrhu izvješćivanja o vlastitim istraživanjima na područjima obrazovanja i humanističkih znanosti te u svrhu uspješne izrade vlastita diplomskog rada; razvijanje sposobnosti analiziranja i vrednovanja vlastitih akademskih radova; | | | |

| | | |
|---|---|---|
| | korištenje informacijske i komunikacijske tehnologije i medija za provođenje istraživanja i iskazivanje rezultata istih. | |

| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will be able to:<br>Study and evalua models of acacemic texts from various disciplines:<br>Recognize and define the component parts of an academic paper: abstract, introduction, main body, conclusion, list of references, footnotes, headings, titles<br>Recognize and apply the key skills of academic writing: paraphrasing, summarising, documenting sources, listing, connecting, generalising, exemplifying, comparing and concluding.<br>Create, draft, edit and proofread parts of an academic text. |
|---|---|

| 2.5. Course content (syllabus) | 1. Defining the academic paper<br>2. Developing the subject<br>3. Writing the thesis statement<br>4. Finding secondary sources and preparing the outline<br>5. Using the secondary sources<br>6. Paraphrasing<br>7. Summarising<br>8. Preparing the documentation<br>9. Writing the introduction and conclusion<br>10. Writing the main body<br>11. Functions: definitions / exemplification / classification / generalisation<br>12. Lexis: specialist / semi-specialist / colloquial speech |
|---|---|

| 2.6. Format of instruction: | lectures<br>seminars and workshops<br>practical activities<br>online (100%)<br>mixed e-learning<br>field teaching | hands on assignments<br>multimedia and network<br>lab<br>mentorship<br>   (other) | 2.7. Comments: |
|---|---|---|---|

| 2.8. Student responsibilities | Active participation in group and independent evaluation of creation of parts of academic texts<br>Analytically examine an academic text<br>Short quizzes;<br>Keep a Continuing portfolio |
|---|---|

| 2.9. Monitoring student work | Class attendance | YES | | Research | | NO | Oral exam | | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | | NO | Report | | NO | Continuing portfolio | YES | |

| | Essay | YES | | Seminar paper | YES | | (other) | YES | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Preliminary exam | | NO | Practical work | | NO | (other) | YES | NO |
| | Project | YES | | Written exam | YES | | ECTS credits (total) | 2 | |

| | | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | | Sorenson, Sharon, *How to Write Research Papers*. 3rd ed. Lawrenceville, NJ: Petersons, 2002. | | |
| | | Jordan, R.R., *Academic Writing Course*. Harlow: Pearson Education Limited, 1999. | | |
| | | Gillett, Andy. (2013) Using English for Academic Purposes: A Guide for Students in Higher Education. Online edition <http://www.uefap.com> | | |
| | | Chicago Manual of Style. (2017) (Seventeenth Edition). Chicago: University of Chicago Press. | | |
| | | | | |
| | | | | |
| 2.11. Optional literature | Collins Dictionary / Thesaurus / Translator / Grammar <https://www.collinsdictionary.com> BBC Learning English. Go the Distance: Academic Writing <http://www.bbc.co.uk/learningenglish/gothedistance/academicwriting> Various saples of academic text from the area of pedagogy and humanities. Students have to examine and collect copies of texts that are assigned in the course. | | | |
| 2.12. Other (as the proposer wishes to add) | | | | |

## 17. Advanced Writing Course

| COURSE CODE: 57963 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Mark Davies | 1.1. Year of the study | 3 |
| 1.2. Name of the course | Academic Writing Course | 1.2. ECTS credits | 2 |
| 1.3. Associate teachers | | 1.3. Type of instruction (number of hours L + E + S + e-learning) | 0+0+30 |

| | | | | |
|---|---|---|---|---|
| 1.4. Study programme (undergraduate, graduate, integrated) | integrated | | 1.4. Expected enrolment in the course | 45 |
| 1.5. Status of the course | mandatory | elective | 1.5.1 | 1 |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | (i) critically analyse and evaluate different pieces of writing, with particular attention to structure and conventions, register, and effect.<br>(ii) develop skills to enable students to write well for different purposes and different audiences. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Students should have attended the course "Integrated language skills in the English language 2" | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | This course will enable students to:<br>Improve written communication skills either inependently or in a team;<br>Further develop the skill to analyze and critically observe personal written work and the work of others;<br>Create a firm foundation for the coures „Academic writing in the English language" as an instrument for personal professional growth;<br>Acquire the skill to mediate the skill of writing and assessment to student sin primary school. | | | |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will develop the following skills:<br>- critically analyze and evaluate texts<br>- sensibility towards the reader<br>- use appropriate register<br>- be familiar with various writing conventions<br>- create and organize content for various purposes<br>- write compositions and quality texts<br>- edit and proofread texts<br>- use a broad and flexible spectrum of grammar and vocabulary<br>- acquire a high level of mechanical accuracy in writing | | | |
| 2.5. Course content (syllabus) | 1.Descriptive writing<br>2. Narratives and narrative essays | | | |

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|---|---|
| | 3. Feature articles<br>4. Discursive writing<br>5. Reviews (books, films, performances)<br>6. Letters and emails - applications and transactional writing |

<table>
<tr><td rowspan="2">2.6. Format of instruction:</td><td>lectures<br>seminars and workshops<br>practical activities<br>online (100%)<br>mixed e-learning<br>field teaching</td><td>hands on assignments<br>multimedia and network<br>lab<br>mentorship<br>    (other)</td><td>2.7. Comments:</td></tr>
<tr><td colspan="3"></td></tr>
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| 2.8. Student responsibilities | Students are required to attend lessons.<br>Active participation in group work particularly in evaluating and creating texts.<br>Students are required to submit a number of compositions.<br>Continuous journal writing; Continuous work on the portfolio which should contain notes regarding improvment of language competences (Continuing Portfolio).<br>Quizzes |
|---|---|

| 2.9. Monitoring student work | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Class attendance | YES | | Research | | NO | Oral exam | | NO |
| Experimental work | | NO | Report | | NO | Portfolio | YES | |
| Essay | YES | | Seminar paper | YES | | (other) | YES | NO |
| Preliminary exam | | NO | Practical work | | NO | (other) | YES | NO |
| Project | | NO | Written exam | YES | | ECTS credits (total) | 2 | |

| 2.10. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Virginia Evans, *Successful Writing: Proficiency*. Newbury, Express Publishing, 1998. | | |
| | Hugh Cory, *Advanced Writing with English in Use*. Oxford, Oxford University Press, 1996. | | |
| | | | |
| | | | |
| | | | |
| | | | |

| 2.11. Optional literature | |
|---|---|
| 2.12. Other (as the proposer wishes to add) | |

18. Introduction to communications

| COURSE CODE: 220780 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Ana Valjak Čunko | 1.2. Year of the study | | 3 |
| 1.3. Name of the course | Introduction to communications | 1.4. ECTS credits | | 2 ECTS |
| 1.5. Associate teachers | | 1.6. Type of instruction (number of hours L + E + S + e-learning) | | 1+0+1 |
| 1.7. Study programme (undergraduate, graduate, integrated) | Undergraduate | 1.8. Expected enrolment in the course | | 40 |
| 1.9. Status of the course | <mark>mandatory</mark> | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 3 |
| **2. COUSE DESCRIPTION** | | | | |
| 1.1. Course objectives | Understanding roles of communications and its implementations in the education system recognition of communication models coping with communication problems and conflicts implementation of quality communication methods- sending and receiving messages at all levels communication exchange in education environment | | | |
| 1.2. Enrolment requirements and/or entry competences required for the course | curiosity | | | |

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|---|---|---|
| 1.3. | Learning outcomes at the level of the programme to which the course contributes | Successful understanding of all communication models<br>Utilization of communication models in educational institutions |
| 1.4. | Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | understanding the history of communications<br>understanding of communication models<br>utilization of communication model sin educational institutions<br>successful implementation of communication and pedagogy<br>solving conflicts among children successfully<br>using communication skills and negotiation skills with parents and other publics<br>utilization of internal communication in educational institutions |
| 1.5. | Course content (syllabus) | communication basics<br>history of communications<br>communication models<br>levels of communication<br>communication styles<br>sending and receiving messages<br>communication barriers<br>listening skills<br>prejudice and discrimination<br>verbal communication<br>nonverbal communication<br>internal and external publics<br>managing stressful situations and conflicts<br>media communications |

| 1.6. | Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>(other) | 1.7. Comments: |
|---|---|---|---|---|
| 1.8. | Student responsibilities | participating in class<br>giving feedback to the professor and keeping open communication<br>using prescribed literature | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | e-learning | | | | | | | |
| | Class attendance | <mark>YES</mark> | NO | Research | <mark>YES</mark> | NO | Oral exam | YES | <mark>NO</mark> |
| 1.9.    Monitoring student work | Experimental work | YES | <mark>NO</mark> | Report | YES | NO | (other) | YES | <mark>NO</mark> |
| | Essay | YES | <mark>NO</mark> | Seminar paper | YES | <mark>NO</mark> | (other) | YES | NO |
| | Preliminary exam | <mark>YES</mark> | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | <mark>NO</mark> | Written exam | <mark>YES</mark> | NO | ECTS credits (total) | | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 1.10. Required literature (available in the library and/or via other media) | P. Ekman (2009), Telling lies, New York, W.W.Norton & company | | |
| | L. Costigan Lederman (1992), Communicationh pedagogy, New Jersey, Ablex publishing corporation | | |
| | A. Kappas and N. C. Kramer (2011),Face-to-face communication over the Internet, Cambridge, Cambridge University press | | |
| | H. Weeks (2008) Failure to communicate, Boston, Harvard business press | | |
| | H. Gardner (2004) Changing minds, Boston, Harvard business press | | |
| | A.Silverblatt (2001) Media literacy, Praeger, Westport, Connecticut London | | |
| 2.11. Optional literature | T.Meyer, l. Hinchman (2002) Media democracy, MPG Books, London<br>Racism and cultural diversity in the mass media, (2008), European Monitoring Center on Racism AND xenophobia, Vienna<br>W. Ury ( 2007) Getting past no, Bantam Books<br>P.Ekman (2007) Emotions revealed, New York, W.W.Norton & company<br>P.Collins (2011) Negotiate to win, New York, Stearling | | |
| 1.11. Other (as the proposer wishes to add) | Class materials, forums and other information will be available online through 2co2 program<br>Consultations are available in office no. 28 | | |

19. Croatian History and Culture in European Perspective (until 1848)

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|---|
| **COURSE CODE: 220779** |
| **1. GENERAL INFORMATION** |

| 1.1. Course teacher | ANDREA FELDMAN | 1.2. Year of the study | 1-5 |
|---|---|---|---|
| 1.3. Name of the course | CROATIAN HISTORY AND CULTURE IN EUROPEAN PERSPECTIVE (UNTIL 1848) | 1.4. ECTS credits | 2 |
| 1.5. Associate teachers | MARIJANA KARDUM | 1.6. Type of instruction (number of hours L + E + S + e-learning) | |
| 1.7. Study programme (undergraduate, graduate, integrated) | UNDERGRADUATE, GRADUATE, INTEGRATED | 1.8. Expected enrolment in the course | 2-5 |

| 1.9. Status of the course | mandatory | x elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
|---|---|---|---|---|

## 2. COUSE DESCRIPTION

| | |
|---|---|
| 1.1. Course objectives | The aim of this course is to introduce students to the general history of Croatia's space, its people and its state in continuitz since the antiquitz to the end of 20th century. This cours aims to equipp the future teachers ad other educators with deep understanding of comple and intertvined relationships and phenomena that existed within Croatia-s space, people and the state, as well as its interactions with the neighboring countries, states, and state formations that inhabitors of this land met during its historz that lasted over 2000 years. This is a course that explains Croatian history in a complex, interdisciplinary and transnational perspective. |
| 1.2. Enrolment requirements and/or entry competences required for the course | No preconditions |
| 1.3. Learning outcomes at the level of the programme to which the course contributes | Critical thinking in humanities<br>Integraton of specific knowledge into the student-s development<br>Recognition of the intercultural development |

| | | |
|---|---|---|
| 1.4. | Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will be able to:<br>Describe different phases of development of Croatia since antiquity to the present day.<br>Compare different historical, societal, political and ideological processes and phenomena of development of Croatia, its state, space and people.<br>Students will evaluate the ways in which the basic concepts of historial discipline are discussed and used.<br>They will be able to make their own conclusions, and communicate their knowledge in the field of humanities and history.<br>Also to evaluate primary and secudary sources, as well as literature on historical research.<br>Create their own research paper, on the basis of thier work on historical phenomena and processes.. |
| 1.5. | Course content (syllabus) | Topics of lectures and seminars relate to historical development of Croatian space, since the pre-historic times to the present. It will discuss the arrival of Croats to the region, development of the first Croatian state , the impact of Christianity on the Slavic mithology and culture of the Middle Ages, infulences of the Ottoman conquest, the Venitian Dalmatia, the Habsburg Monarchy, development of national ideologies, Enlightenment, Croatian National revival and the revolution of 1848. The political development of the 19th and 20th centuries, the establishment of the Kingdom of Yugoslavia, World Wars, fascism and communism, and the war of Croatian Independence. |

| | | | | |
|---|---|---|---|---|
| 1.6. | Format of instruction: | **lectures**<br>**seminars and workshops**<br> exercises<br> online in entirety<br> partial e-learning<br> **field work** | **independent assignments**<br>multimedia and the internet<br>laboratory<br>**work with mentor**<br> (other) | **1.7. Comments:** |

| | | |
|---|---|---|
| 1.8. | Student responsibilities | Lectures and seminars are mandatory.<br>Students are required to present their research in seminar. It is necessary to read the proposed literature as well as some sourcesand analyse them in classroom. There are two written exams during the course. |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1.9. | Monitoring student work | Class attendance | **YES** | NO | Research | **YES** | NO | Oral exam | **YES** | NO |
| | | Experimental work | YES | **NO** | Report | **YES** | NO | (other) | YES | NO |
| | | Essay | YES | **NO** | Seminar paper | **YES** | NO | (other) | YES | NO |
| | | Preliminary exam | **YES** | NO | Practical work | YES | **NO** | (other) | YES | NO |
| | | Project | YES | **NO** | Written exam | YES | NO | ECTS credits (total) | 4 | |

| 1.10. Required literature (available in the library and/or via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Marcus Tanner, Croatia, The Nation forged in War, Yale UP | | |
| | Ivo Banac,  *The National Question in Yugoslavia*, Cornel, UP,1984 | 5 | |

| | Mark Mazower, The Balkans, | 0 | |
|---|---|---|---|
| | | 5 | |
| | | 5 | |
| | | | |
| 2.11. Optional literature | | | |
| 1.11. Other (as the proposer wishes to add) | | | |

## 20. Introduction to ELT Methodology

| COURSE CODE: 57979 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Alenka Mikulec, PhD | 1.2. Year of the study | 3 |
| 1.3. Name of the course | Introduction to ELT Methodology | 1.4. ECTS credits | 4 |
| 1.5. Associate teachers | | 1.6. Type of instruction (number of hours L + E + S + e-learning) | 30 + 0 + 30 |
| 1.7. Study programme (undergraduate, graduate, integrated) | integrated | 1.8. Expected enrolment in the course | 50 |
| 1.9. Status of the course | mandatory | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 5% |
| **2. COUSE DESCRIPTION** | | | |
| 1.1. Course objectives | To enable students to acquire theoretical knowledge related to the theory of FLT and EFL teaching methodology, and to gain insight into recent developments in the field of psychology, neuroscience and EFL teaching methodology, which they will be able to apply in teaching. To introduce students to different didactic and teaching methodology orientations in FLT and their foundation in linguistics and learning theory. | | |

| | | To introduce students to bilingualism and contemporary findings related to L1, L2 and FL learning and acquisition. |
|---|---|---|
| 1.2. | Enrolment requirements and/or entry competences required for the course | |
| 1.3. | Learning outcomes at the level of the programme to which the course contributes | Upon completing the course students will:<br>- be able to understand and appreciate all participants of the educational process and to communicate, cooperate and work well in a team<br>- be acquainted with and understand developmental characteristics of students and will consider those when planning and teaching EFL classes at primary level of education<br>-understand pedagogical, psychological, sociological and teaching methodology theories<br>- understand didactic and teaching methodology models, principles and strategies<br>- have acquired theoretical knowledge in the field of applied linguistics, foreign language teaching theory and English language teaching methodology;<br>-possess the basic knowledge and skills necessary to engage in research, professional and scholarly work in the field of EFL teaching methodology |
| 1.4. | Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will be able to<br>- understand educational theories and more recent scholarly findings related to the nature of children's learning as well as development and education processes<br>- understand psycholinguistic theories of children's language development and their application in EFL teaching<br>-make relevant choices related to FL learning and teaching in primary school based on their understanding of recent developments in the field of developmental psychology, neuroscience and theory of FL teaching<br>- use appropriate learning strategies and teach their pupils how to use them effectively depending on their own learning styles<br>- motivate pupils for FL learning<br>- understand communicative competence<br>- critically evaluate and apply knowledge about traditional, contemporary and alternative glottodidactic theories<br>- apply knowledge about contemporary glottodidactic principles pertaining to organization of FL learning and teaching, especially in the context of early FL learning |
| 1.5. | Course content (syllabus) | 1 Theory of language teaching and glottodidactics; popular beliefs about language learning<br>2 Theoretical basis (Saussure, Jakobson, Bloomfield, Sapir, Chomsky)<br>3 Historical overview of FLL methods and their characteristics; humanistic methods<br>4 FL teaching methods and young learners; TPR<br>5 Contemporary language acquisition theories (Piaget, Lennenberg, Bruner, Vygotsky); FLL theories<br>6 Mother tongue and FL and L2 acquisition/learning, language acquisition strategies, bilingualism |

| | |
|---|---|
| | 7 Factors affecting language learning –age, advantages of early FLL<br>8 Learning styles and learning strategies, CEFR, language portfolio<br>9 Metacognition and FL learning, multiple intelligences theory and emotional intelligence<br>10 Motivation and language anxiety in FL learning and teaching<br>11 Communicative competence as the goal of FL learning<br>12 Lesson planning and classroom management<br>13 Reflective FL teaching<br>14 Developing creative and critical thinking<br>15 Classroom interaction, group work, team teaching |

| 1.6. Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>office hours (other) | 1.7. Comments: |
|---|---|---|---|

| 1.8. Student responsibilities | Regular class attendance and active participation – 60 hours<br>Preparing for classes – reading selected chapters from recommended reading, independent learning and preparing for the exam – 30 hours<br>Seminar paper – 21 hours<br>Preparing and presenting the selected seminar topic – 9 hours |
|---|---|

| 1.9. Monitoring student work | Class attendance | YES | | Research | | NO | Oral exam | YES | |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | | NO | Report | YES | | (other) | | |
| | Essay | | NO | Seminar paper | YES | | (other) | | |
| | Preliminary exam | | NO | Practical work | | NO | (other) | | |
| | Project | | NO | Written exam | | NO | ECTS credits (total) | 4 | |

| 1.10. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Byram, M. & Hu, A. (Ed.). (2000, 2004, 2013). Routledge Encyclopedia of Language Teaching and Learning. New York: Routledge (odabrana poglavlja). | | |
| | Cohen A. D. (2011). Strategies in Learning and Using a Second Language. London: Pearson Education. | | |
| | Curtis, A. (2017). Methods and Methodologies for Language Teaching. London: Palgrave | | |

| | Crystal, D. (2010). The Cambridge Encyclopedia of Language (3rd ed.). Cambridge: CUP (odabrana poglavlja). | | |
|---|---|---|---|
| | Ellis, R. (1997). Second Language Acquisition. Oxford: OUP. (0dabrana poglavlja) | | |
| | Harmer, J. (2015). (5th ed.): The Practice of English Language Teaching. Harlow: Pearson.(odabrana poglavlja) | | |
| | Lightbown, P & Spada, N. (2006). (3rd ed.). How Languages are Learned. OUP.(odabrana poglavlja) | | |
| | Ur, P. (1996). A Course in Language Teaching: Practice and theory. Cambridge: CUP:(0dabrana poglavlja) | | |
| 2.11. Optional literature | Cummins, J., Davison, Ch. (2007). International handbook of English language teaching. Springer.<br>Dong, G. & Hulin, R. (2013). The Role of Age in Second Language Acquisition – A Psychological Perspective. British Journal of English Linguistics, Volume 1(1), 1-6.<br>Dörnyei, Z. , (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Oxford: Routledge. Oxford.<br>Fisher, R. (2005). Teaching Children to Think. London: Nelson Thornes.(2.izd.)<br>Gardner, H. (1983). Frames of Mind: The theory of multiple intelligences. New York: Basic Books.<br>Gardner, H. (1993). Multiple Intelligences: The theory in practice. New York: Basic Books<br>Garton, S. & Copland, F.  (Eds.). (2019). The Routledge Handbook of Teaching English to Young Learners. London and New York: Routledge.<br>Grosjean, F. (2010). Bilingual: Life and Reality. Cambridge, Mass: Harvard University Press.<br>Mihaljević Djigunović, J. (2002): Strah od stranog jezika: kako nastaje, kako se očituje  kako ga se osloboditi. Zagreb: Naklada Ljevak.<br>Oxford, R. L. (1990): Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House Publishers.<br>Prebeg Vilke, M. (1991). Vaše dijete i jezik: materinski, drugi i strani jezik. Zagreb: Školska knjiga.<br>Richards, J.C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.<br>Richards, J.C. and C. Lockhart (1999). Reflective Teaching in Second Language Classrooms. Cambridge: CUP.<br>Savignon, S. J. (2018). Communicative competence. The TESOL Encyclopedia of English Language Teaching, 1-7.<br>Williams, M. & R. L. Burden (1997). Psychology for Language Teachers. Cambridge: CUP. | | |
| 1.11. Other<br>(as the proposer wishes to add) | Classes are taught in English and students are required to have at least language level B2 according to The Common European Framework of Reference for Languages (CEFR). | | |

| COURSE CODE: 58086 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Ivana Milković, PhD | 1.2. | Year of the study | 5 |
| 1.3. Name of the course | Literature in Teaching English | 1.4. | ECTS credits | 2 |
| 1.5. Associate teachers | | 1.6. | Type of instruction (number of hours L + E + S + e-learning) | 15+0+9+6 |
| 1.7. Study programme (undergraduate, graduate, integrated) | integrated | 1.8. | Expected enrolment in the course | 50 |
| 1.9. Status of the course | mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 2, 20% |
| **2. COUSE DESCRIPTION** | | | | |
| 1.1. Course objectives | Get students acquainted with the place and role of literature in teaching a foreign language, and with the role of authentic original literary works in teaching English, especially in primary education. Educate students to be able to choose appropriate literary texts, incorporate those texts in their teaching practice and autonomously design and create additional teaching materials based on literature. Prepare students for using secondary sources and for applying thus acquired knowledge in their teaching practice and for summarizing relevant information collected from secondary sources in writing. | | | |
| 1.2. Enrolment requirements and/or entry competences required for the course | The exams of the courses Children's Literature in English and Picturebooks in English.<br>Exchange students: Language level B2 according to *The Common European Framework of Reference for Languages (CEFR).* | | | |
| 1.3. Learning outcomes at the level of the programme to | | | | |

| | | |
|---|---|---|
| | which the course contributes | Upon the successful completion of the course students will be able to:<br>- apply their knowledge about the structure of the communicative linguistic competence as well as their knowledge about literature, children's literature and picturebook from the English-speaking world in teaching practice, with the purpose to develop linguistic and language-related skills in pupils in accordance with contemporary principles of teaching English to primary learners (grades 1-8);<br>- develop the pupils' awareness about the presence of the English language and of Anglophone cultures in their own contexts, as well as positive attitudes towards learning other languages;<br>- autonomously create, organise and carry out educational activities connected with works of children's literature and picturebooks of the English-speaking world in order to develop various competences in pupils of school age;<br>- evaluate their own professional activities, learners' development and their advancement in acquiring elements of communicative linguistic competence related to using children's literature and picturebook in teaching English;<br>- demonstrate openness towards different modes of creative expression, as well as flexibility and empathy;<br>- understand the importance of permanent education and professional advancement for a continuous, competent and active participation in primary education (grades 1-8);<br>- improve personal skills of team work and the acceptance of differences in research, social and working contexts. |
| 1.4. | Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Upon the successful completion of the course students will be able to:<br>- understand the place and importance of original authentic literary works in teaching English, especially in primary education (grades 1-8);<br>- determine criteria for selection of appropriate literary texts, autonomously choose them and incorporate them into classes in the way which corresponds specific educational situations, literary works, and pupils;<br>- create appropriate teaching materials to accompany different literary works and design tasks for pupils in accordance with specific educational goals;<br>- develop their pupils' literary competence in English, as well as their intercultural competences;<br>- write a short overview of secondary sources on a selected topic. |
| 1.5. | Course content (syllabus) | E-learning: webinar and other - 6 classes<br>Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently):<br>1. Introduction: Literature in Teaching EFL - 2L<br>2. Rhymes, Chants, Songs in EFL<br>3. Literature, literacy, readers and reading schemes - 2L<br>4. Poetry in EFL and cross-curricular projects - 2L<br>5. Stories - cultural aspects<br>6. Dramatizing stories - 2L<br>7. Drama workshop - 2S<br>8. Picturebooks in EFL<br>9. Mediating picturebooks<br>10. Storytelling |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 11. Autonomous reader<br>12. Developing teaching materials | | | | | | | | | |

| 1.6. | Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>Team project | 1.7. Comments: |
|---|---|---|---|---|

| 1.8. | Student responsibilities | Regular attendance and active participation; individual and team projects, practical task, reading diary: portfolio autonomous preparation for the exam. |
|---|---|---|

| 1.9. | Monitoring student work | Class attendance | YES | | Research | | NO | Oral exam | YES | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Experimental work | | NO | Report | | NO | Practical training | YES | |
| | | Essay | | NO | Seminar paper | | NO | Portfolio | YES | |
| | | Preliminary exam | | NO | Practical work | YES | | (other) | YES | NO |
| | | Project | YES | | Written exam | YES | | ECTS credits (total) | 2 | |

| | | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|---|
| 1.10. | Required literature (available in the library and/or via other media) | Janice Bland, ed. 2015. Teaching English to Young Learners: Critical Issues in Language Teaching with 3-13 Year Olds. London etc.: Bloomsbury. Selected chapters. | | YES |
| | | Barone, Diana M. (2011). Children's Literature in the Classroom. New York: Guilford Press. Selected chapters. | | YES |
| | | Carter, Ronald & Long, M. N. (1991). Why Literature? In Teaching Literature. London: Longman, pp. 1-11. | 3 | |
| | | Jemeršić, J., Davies, M & Davies, R., eds. (2000). Have fun learning English. Zagreb: The British Council | 3 | |
| | | McRae, John. (1996). Representational Language Learning: from language awareness to text awareness. In R. Carter & J. McRae, eds., 16-40. Language, Literature and the Learner: Creative Classroom Practice. London: Longman | 2 | |
| | | Vrhovac, Y. et al. (eds). (2019). Izazovi učenja stranoga jezika u osnovnoj školi. Zagreb: Ljevak. | 5 | |
| 2.11. | Optional literature | Narančić Kovač, Smiljana. (1999). Dječja književnost u nastavi stranog jezika. In Strani jezik u osnovnoj školi, Y. Vrhovac et al, eds., 257-272. Zagreb: Naprijed. | | |

Narančić Kovač, Smiljana. (2007). Spona jezika i kultura: kako uklopiti književnost u nastavu engleskoga jezika. In Dijete i jezik danas: Zavičajnost u nastavi hrvatskog jezika; interkulturalnost u nastavi stranih jezika, Blažeka, Đ., ed., 173-160. Čakovec-Osijek: Učiteljski fakultet Sveučilišta u Zagrebu – Središte u Čakovcu, Učiteljski fakultet u Osijeku.

Narančić Kovač, Smiljana i Ivana Milković. (2015). „Associating Temporal Meanings with Past and Present Verb Forms". In: Mihaljević Djigunović, J. i Medved Krajnović, M. (eds.): Early Learning and Teaching of English: New Dynamics of Primary English, 110-148. Bristol, Buffalo, Toronto: Multilingual Matters.

Sinclair, Barbara. (1996). Learner Autonomy and Literature Teaching. In Language, Literature and the Learner: Creative Classroom Practice. R. Carter & J. McRae, eds., 138-150. London: Longman.

Andraka, Marija & Narančić Kovač, Smiljana. (1999). Izvorni književni tekst u ranome učenju engleskoga jezika. Zbornik radova Učiteljske akademije 1(1), 201-211.

Collie, J. & Slater, S. (1987). Literature in the Language Classroom. Cambridge: Cambridge University Press.

Gower, R. & Pearson, M. (1986). Reading Literature. London: Longman.

Lauš, Ivana & Narančić Kovač, Smiljana. (2008). Razumijevanje priče i diskursa u narativnoj slikovnici na engleskom kao stranom jeziku. In Rano učenje hrvatskoga jezika 2, Pavličević-Franić, Dunja & Bežen, Ante, eds., 99-113. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu;ECNSI.

Narančić Kovač, Smiljana. (2007). Literacy in English as a Foreign Language: Reading Readers vs. Reading Literature. In Literacy without Boundaries: Proc. 14th European Conference on Reading , Shiel et al., eds., 62- 66. Osijek: Croatian Reading Association .

Narančić Kovač, Smiljana & Lauš, Ivana. (2008). Samostalno čitanje i razumijevanje priče na engleskom kao stranom jeziku. U Rano učenje hrvatskoga jezika, Bežen, Ante & Pavličević-Franić, Dunja, eds., 110-125. Zagreb : ECNSI; Učiteljski fakultet Sveučilišta u Zagrebu.

Zalar, D. (2002). Poezija u zrcalu nastave – igre stihom i jezikom u susretima s djecom. Zagreb: Mozaik knjiga. Etc.

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| 1.11. Other (as the proposer wishes to add) | |

## 22. Children's Literature in English

| COURSE CODE: 57978 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Ivana Milković, PhD | 1.2. Year of the study programme | 3 |
| 1.3. Name of the course | Children's Literature in English | 1.4. Credits (ECTS) | 5 |
| 1.5. Associate teachers | | 1.6. Type of instruction (number of hours   L + S + E + e-learning) | 45+18+0+9 |

| 1.7. Study programme (undergraduate, graduate, integrated) | integrated | 1.8. Expected enrolment in the course | 50 |
|---|---|---|---|
| 1.9. Status of the course | compulsory | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 2; 12% |

## 2. COUSE DESCRIPTION

| | |
|---|---|
| 1.1. Course objectives | Get students acquainted with the development of children's literature and young adult literature in English, its contexts and specific features. Explain the application of basic methodology of literary criticism in the field of children's literature and guide students in performing basic analytical procedures. Demonstrate and explain genres of children's literature in English, typical techniques and ways of literary communication, with a special emphasis on child readers. Consider the place and role of children's literature in English in a wider cultural context, and its connections with similar literary system and with other media. Encourage the development of the awareness of the multimodality of children's literature. Consider the criteria of evaluation of literary works for children from the English-speaking world, and the possibilities of the reception of Anglophone children's literature in English as a foreign language. |
| 1.2. Course enrolment requirements and entry competences required for the course | The exam of the course Introduction to English Literature. Exchange students: Language level B2 according to *The Common European Framework of Reference for Languages (CEFR)*. |
| 1.3. Learning outcomes at the level of the programme to which the course contributes | Upon the successful completion of the course students will be able to: - gain and apply theoretical and practical knowledge in the field of children's literature, as a prerequisite of an autonomous teaching of English in primary school (grades 1-8); - apply basic procedures of the research methodology of literary scholarship in the study of children's literature as an important constituent of the curriculum; - understand the importance of permanent education and professional advancement for a continuous, competent and active participation in primary education (grades 1-8); - broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts. |
| 1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Upon the successful completion of the course students will be able to: - explain the historical development of children's literature and young adult literature in English and understand circumstances which influenced it; |

| | | |
|---|---|---|
| | | - browse traditional and electronic resources to collect data and gain new knowledge about children's literature in English;<br>- understand fundamental research problems and controversies involved in the field of children's literature studies;<br>- apply basic analytical procedures of literary scholarship in interpreting children's literature of the English-speaking world, especially with regard to the child reader;<br>- recognize and give an account of thematic and formal elements of the main genres of children's literature in English;<br>- recognize and explain common literary techniques found in children's literature of the English-speaking world (nonsense, intertextuality, subversiveness, etc.) and apply obtained knowledge in the analysis of different literary and non-literary texts;<br>- compare and classify individual works and compare the main features of Croatian and English children's literature;<br>- understand complex interrelationships of children's literature and other literary systems, such as popular literature, oral literature, non-fiction, didactic literature etc., in the English-speaking world;<br>- describe the immanent multimodality of children's literature and recognize its connections with similar systems in a wider cultural context (comics, picturebook, film, etc.);<br>- develop fundamental criteria for an evaluation of literary texts for children and young adults of the English-speaking world, especially in the context of its reception in English as a foreign language. |
| 1.5. | Course content broken down in detail by weekly class schedule (syllabus) | E-learning (browsing electronic resources, multimedia, portfolio etc.): 9 classes<br>Lectures (3 classes per topic):<br>1. Introduction; early texts, literature and literacy, pious authors and skilful publishers<br>2. Moral tales; poems and pictures; nursery rhymes, nonsense and Lear<br>3. Children's literature and related literary systems: folk tales and fairy tales, popular (genre) fiction<br>4. Fantasy: Kingsley and Carroll<br>7. Theoretical approaches to children's literature - issues<br>8. Victorian novelists and Victorian book illustrators<br>9. Good boys, bad boys and censorship<br>10. British tales and American tales - the collectors of traditional literature, the intertextuality of children's literature<br>11. Illustrated books and picturebooks - multimodality of children's literature<br>12. Fairies in poetry and fiction<br>13. Animal fantasy and toys as characters<br>14. Fantasy and high fantasy<br>15 New perspectives: from Dahl to Rowling and beyond<br>Seminars: 21 classes:<br>Discussion of issues related to specific texts, demonstrating various theoretical and methodological approaches and analytical procedures appropriate for the study of individual works of children's literature with respect to: author, work as a whole, genre, content issues, structure, plot, settings, characters, narration, language, multimodality and reader. |

| 1.6. | Format of instruction: | x lectures<br>x seminars and workshops<br> exercises<br> on line in entirety<br>x partial e-learning<br> field work | | x independent assignments<br>x multimedia and the internet<br> laboratory<br> work with mentor<br>  (other) | | 1.7. Comments: | |
|---|---|---|---|---|---|---|---|
| 1.8. | Student responsibilities | Regular class attendance, active participation, seminar paper, individual and team projects, homework, reading set texts, a reading diary - portfolio of the course; autonomous learning and the preparation for the exam | | | | | |
| 1.9. | Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )* | Class attendance | **2,5** | Research | | Practical training | |
| | | Experimental work | | Report | | **Portfolio** (other) | **1,33** |
| | | Essay | | Seminar essay | **0,17** | (other) | |
| | | Tests | | Oral exam | 0,17 | (other) | |
| | | Written exam | 0,5 | Project | 0,33 | (other) | |

| 2.10. | Grading and evaluating student work in class and at the final exam | Regular class attendance and active participation; seminar paper and projects; portfolio; written and oral exam. |
|---|---|---|

| | | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|---|
| 2.11. | Required literature (available in the library and via other media) | Nikolajeva, M. (2005). Aesthetic Approaches to Children's Literature: An Introduction. Lanham, Maryland etc.: The Scarecrow Press. | | |
| | | Glazer, J.I. (1997) Introduction to Children's Literature. (2nd edition)  Upper Saddle River, NJ: Pearson Education, Prentice Hall, Inc. Odabrana poglavlja; ili Russell, D. L. (2009) Literature for Children: A Short Introduction (6. izd). Boston etc.: Pearson A and B. | | |
| | | ownsend, J.R. (1995) Written for Children: An Outline of English-Language Children's Literature. (6th edition) London: The Bodley Head. ili: (1996 - 6th American edition) Lanham, Md.: The Scarecrow Press.- Parts 1,2&3. | | |
| | | Thacker, D. C., & Webb, J. (2002). Introducing Children's Literature: From Romanticism to Postmodernism. London and New York: Routledge. Odabrana poglavlja. | | Google Books |
| | | O'Sullivan, E. (2005). Comparative Children's Literature. London and New York: Routledge. Odabrana poglavlja. | | Google Books |

| | Hunt, P. , ed. (1999) Understanding children's literature: key essays from the International Companion Encyclopedia of Children's Literature. London and New York: Routledge. Odabrana poglavlja.<br>Izbor izvornih djela dječje književnosti na engleskom jeziku. | | Google Books |
|---|---|---|---|
| 1.10. Optional literature (at the time of submission of study programme proposal) | Carpenter, H. & Prichard, M. (1984) The Oxford Companion to Children's Literature. Oxford: Oxford University Press.<br>Hunt, P. (1991) Criticism, Theory and Children's Literature. London: Blackwell.<br>Hunt, P. (1995) Children's Literature: An Illustrated History. Oxford: OUP.<br>Hunt, P. i Ray, Sh., eds. (1996/2004) International Companion Encyclopaedia of Children's Literature. London and New York: Routledge.<br>Lurie, A. (1990) Don't Tell the Grown-Ups: The Subversive Power of Children's Literature. Boston etc.: Little, Brown and Company.<br>Majhut, B. (2005) Pustolov, siroče i dječja družba : hrvatski dječji roman do 1945. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta u Zagrebu.<br>Nikolajeva, M. (1996). Children's Literature Comes of Age: Toward a New Aesthetic. New York and London: Garland Publishing, Inc.<br>Nodelman, P. (1996) The Pleasures of Children's Literature. (2nd edition) New York: Longman. Silvey, A., ed. (1995) Children's Books and Their Creators. Boston: Houghton Mifflin.<br>Opie, I.&P.(1973) The Oxford Book of Children's Verse. Oxford: OUP. Izbor.<br>Rackham, A. (1985) Mother Goose Nursery Rhymes. London: Chancellor Press;ili neka druga zbirka engleskih malešnica.<br>Sage, Alison (1998) The Hutchinson Treasury of Children's Poetry. London: Hutchinson Children's Books. Izbor.<br>Tucker, N. (1990) The Child and the Book: A Psychological and Literary Exploration. Cambridge: Cambridge University Press. | | |
| 1.11. Quality assurance methods that ensure the acquisition of exit competences | In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades. | | |
| 1.12. Other (as the proposer wishes to add) | The language of the course is English. | | |

## 23. Picturebooks in English

| COURSE CODE: 58070 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Nikola Novaković, PhD | 1.2. Year of the study programme | 4 |

| 1.3. Name of the course | Picturebooks in English | 1.4. Credits (ECTS) | 2 |
|---|---|---|---|
| 1.5. Associate teachers | | 1.6. Type of instruction (number of hours   L + S + E + e-learning) | 15+9+0+6 |
| 1.7. Study programme (undergraduate, graduate, integrated) | integrated | 1.8. Expected enrolment in the course | 50 |
| 1.9. Status of the course | compulsory | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 2; 20% |

## 2. COUSE DESCRIPTION

| 1.1. Course objectives | Get students acquainted with the theoretical aspects of picturebook as a narrative and non-narrative text, especially with regard to the complex relationship of its verbal and visual components and in readership issues. Describe the development and demonstrate the variety of picturebooks in the English-speaking world, with an emphasis on contemporary picturebooks. Discuss the basic criteria of the evaluation of picturebook, especially considering the possibility of using picturebooks in teaching and learning English as a foreign language. |
|---|---|
| 1.2. Course enrolment requirements and entry competences required for the course | Exchange students: Language level B2 according to *The Common European Framework of Reference for Languages (CEFR).* |
| 1.3. Learning outcomes at the level of the programme to which the course contributes | Upon the successful completion of the course students will be able to:<br>- gain and apply theoretical and practical knowledge about the picturebook as a multimodal medium and as  a specific way of creative expression in evaluating individual works appropriate for teaching English in primary school (grades 1-8);<br>- widen their openness towards different ways of creative expression, flexibility and empathy;<br>- understand the importance of permanent education and professional advancement for a continuous, competent  and active participation in primary education (grades 1-8);<br>- broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue;<br>- improve personal critical and self-critical skills and the aptitude to solve problems;<br>- improve personal skills of team work and the acceptance of differences in research, social and working contexts. |
| 1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Upon the successful completion of the course students will be able to:<br>- explain the historical development and diversity of picturebooks in the English-speaking world with an emphasis on narrative picturebook;<br>- distinguish among and compare different kinds of picturebooks and their characteristics; |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | - understand the theoretical aspects of defining picturebook, the complex relationship of its verbal and visual components as well as other constitutive characteristics of picturebook as a multimodal artefact, including the specific readership;<br>- explain and correctly apply descriptive terminology in the area of picturebook scholarship;<br>- apply obtained knowledge and their own interpretive and analytical skills to evaluate individual picturebooks;<br>- explain the potential of picturebooks in teaching and learning English as a foreign language. | | | | | | |

| 1.5. Course content broken down in detail by weekly class schedule (syllabus) | E-learning: webinar and other forms - 6 classes.<br>Lectures and accompanying seminars (1L and 1S for each topic, unless it is stated differently):<br>1. Introduction: defining picturebook  - 2L<br>2. Kinds of picturebooks<br>3. Readership issues<br>4. Picturebook design<br>5. A historical overview - British picturebooks - 2L<br>6. A historical overview - American picturebooks -2L<br>7. Pictorial grammar and codes and wordless picturebooks<br>8. Genre relations and media relations<br>9. Picturebook as a narrative<br>10. Intertextuality and intervisuality<br>11. Metafiction<br>12. Postmodernism, radical change, hypertext |

| 1.1. Format of instruction: | x lectures<br>x seminars and workshops<br> exercises<br> on line in entirety<br>x partial e-learning<br> field work | x independent assignments<br>x multimedia and the internet<br> laboratory<br> work with mentor<br>  (other) | 1.2. Comments: |

| 1.3. Student responsibilities | Regular class attendance and active participation, analysing picturebooks (individualized tasks), presentation (research results), reading diary - portfolio, individual reading, preparation for quizzes and for the oral exam. |

| 1.4. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )* | Class attendance | **1** | Research | **0,2** | Practical training | |
| | Experimental work | | Report | **0,2** | **Portfolio**  (other) | **0,26** |
| | Essay | | Seminar essay | | (other) | |
| | Tests | **0,17** | Oral exam | 0,17 | (other) | |
| | Written exam | | Project | | (other) | |

| 2.10. Grading and evaluating student work in class and at the final exam | Regular attendance and active participation; tasks and projects focused on individualized research; presentation on the research results: portfolio - notes from primary and secondary sources; quizzes (tests); oral exam | | |
|---|---|---|---|
| | **Title** | **Number of copies in the library** | **Availability via other media** |
| | Dresang, E. T. (2008). Radical change theory, postmodernism and contemporary picturebooks. In L. R. Sipe, & S. Pantaleo (Eds.), Postmodern Picturebooks: Play, Parody, and Self-Referentiality (pp. 41-54). New York and London: Routledge. | | Internet |
| 2.11. Required literature (available in the library and via other media) | Narančić Kovač, S. 2015. Jedna priča - dva pripovjedača: slikovnica kao pripovijed. Zagreb: ArTresor naklada. / A summary in English (in the book). | 10 | |
| | Lewis, D. (2001). Reading Contemporary Picturebooks: Picturing Text. London and New York: Routledge/Falmer. Odabrana poglavlja. | | Google Books |
| | Sipe, L. R. (1998). How picture books work: A semiotically framed theory of text-picture relationsips. Children's Literature in Education, 29 (2), 97-108. | | Internet |
| | Sipe, L.R. & S. Pantaleo (Eds.), Postmodern Picturebooks: Play, Parody, and Self-Referentiality (pp. 41-54). New York and London: Routledge. Odabrana poglavlja. | | Google Books |
| | An individualy assigned article or a chapter from a book. | | |
| 1.5. Optional literature (at the time of submission of study programme proposal) | Arizpe, E. & M.Styles (2003) Children Reading Pictures: Interpreting Visual Texts. London, New York: Routledge. Beckett, S. 2013. Crossover Picturebooks: A genre for All Ages. London, New York: Routledge. Doonan, Jane.1993.  Looking at Pictures in Picture Books. Stroud: Thimble Press. Doonan, J. (1997) The Modern Picture Book.  In: Hunt, P., ed. International Companion Encyclopaedia of Children's Literature. London and New York: Routledge, pp. 231-241. Evans, Janet (ed) (1998) What's in the Picture? Responding to Illustrations in Picture Books. London: Paul Chapman Publishing Ltd., 1998. Odabrana poglavlja. New Directions in Picturebook Research. New York and London: Routledge. Hunt, P., ed. (1996/2004) International Companion Encyclopaedia of Children's Literature. London and New York: Routledge. Odabrana poglavlja.. Kümmerling-Meibauer, B., ur. 2018.  The Routledge Companion to Picturebooks. London i New York: Routledge. Kümmerling-Meibauer, B. ur. 2011. Emergent Literacy: Children's books from 0 to 3. Amsterdam: John Benjamins Publishing Company. Kümmerling-Meibauer, B. et al., ur. 2012. New Directions in Picturebook Research. Matulka, D. I. (2008). A Picture Book Primer: Understanding and using picture books. Westport, Conn. & London: Libraries Unlimited. Također: Picturing Books: A Web Site About Picture Books. <http://picturingbooks.com/>. Meek, Margaret (1988) How Texts Teach What Readers Learn. Lockwood: Thimble Press. Nikolajeva, M and Scott, C. (2001) How Picturebooks Work. New York and London: Garland Publishing. | | |

| | | Nodelman, P. (1988) Words About Pictures: The Narrative Art of Children's Picture Books. Athens and London: University of Georgia Press.<br>Nodelman, P. (1996) Picture Books. In: The Pleasures of Children's Literature. New York: Longman, pp. 215-244.<br>Nodelman, P. (1997) Illustration and Picture Books.  In: Hunt, P., ed. International Companion Encyclopaedia of Children's Literature. London and New York: Routledge, pp.113-124.<br>Schwarcz, Joseph (1982) Ways of the Illustrator: Visual Communication in Children's Literature. Chicago: American Library Association.<br>Spitz, Ellen Handler (1999) Inside Picture Books. New Haven & London: Yale University Press. |
| 1.6. | Quality assurance methods that ensure the acquisition of exit competences | In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades. |
| 1.7. | Other (as the proposer wishes to add) | The language of the course is English. |

## 24. Selected Literary Passages in English

| COURSE CODE: 57977 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Nikola Novaković, PhD | 1.2. Year of the study programme | 3 |
| 1.3. Name of the course | Selected Literary Passages in English | 1.4. Credits (ECTS) | 2 |
| 1.5.  Associate teachers | | 1.6.  Type of instruction (number of hours   L + S + E + e-learning) | 15+12+0+3 |
| 1.7.  Study programme (undergraduate, graduate, integrated) | integrated | 1.8.  Expected enrolment in the course | 50 |
| 1.9. Status of the course | compulsory | 1.10.  Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 2; 10% |
| **2. COUSE DESCRIPTION** | | | |
| 1.1. Course objectives | Offer students insight into periods of  English and American literature in a wider cultural and historical contexts, and acquaint them with some of canonical literary works in English, which also constitute part of the cultural heritage of educated speakers of English: interpretation and discussion. Establish basic diachronic and synchronic parallels among British, American and Croatian literatures and their historical and cultural contexts. Encourage | | |

| | | active and creative reception of literature. Exemplify and illustrate the relations of literature and other forms of artistic expression, such as film adaptations, musical etc. |
|---|---|---|
| 1.2. | Course enrolment requirements and entry competences required for the course | The exam of the course Introduction to English Literature completed.<br>Exchange students: Language level B2 according to *The Common European Framework of Reference for Languages (CEFR).* |
| 1.3. | Learning outcomes at the level of the programme to which the course contributes | Upon the successful completion of the course students will be able to:<br>- obtain and apply theoretical and practical knowledge in the field of Anglophone literatures and understand their role in their own permanent education and professional advancement in order to competently and continuously participate in the educational process;<br>- understand and recognize the presence of the English language and of Anglophone literatures in their own surroundings and their contacts with the Croatian language and culture;<br>- develop the awareness about cultural and linguistic contexts in which they perform their professional activities;<br>- apply basic procedures of the literary research methodology in the field of children's literature as an important element of the study programme;<br>- broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue;<br>- improve personal critical and self-critical skills and the aptitude to solve problems;<br>- improve personal skills of team work and the acceptance of differences in research, social and working contexts. |
| 1.4. | Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Upon the successful completion of the course students will be able to:<br>- distinguish among, explain and exemplify specific periods of the literatures of the English-speaking world;<br>- apply a creative and interdisciplinary approach in the analysis and interpretation of literary works and their adaptations;<br>- give account of several canonical works of English and American literatures and discuss them;<br>- apply the basic knowledge about the development of English and American literatures in their further autonomous reception of original literary works in English;<br>- describe similarities and differences in the development of English, American and Croatian literatures and compare their respective cultural and historical contexts. |
| 1.5. | Course content broken down in detail by weekly class schedule (syllabus) | E-learning: creating a chronology and communication - 3 classes<br>Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently):<br>1. Introduction: The Beginnings of the English Language and Literature - 2L<br>2. The Renaissance and the Theatre<br>3. The Elizabethans and the Metaphysical Poets<br>4. Puritans<br>5. Cavaliers and their Contemporaries |

| | 6. The Rise of the Novel<br>7. Literature and its Context<br>8. Romanticism<br>9. Early Victorians<br>10. Late Victrorians and American contemporaries<br>11. Social Comedy<br>12. Modernism<br>13. Postmodernism<br>14. Revision - 1S | | | | |
|---|---|---|---|---|---|
| 1.6. Format of instruction: | x lectures<br>x seminars and workshops<br> exercises<br> on line in entirety<br>x partial e-learning<br> field work | x independent assignments<br>x multimedia and the internet<br> laboratory<br> work with mentor<br>**x** team project (other) | | 1.7. Comments: | |
| 1.1. Student responsibilities | Regular class attendance and active participation, a team project, individual tasks, reading diary - portfolio, individual reading, autonomous preparation for quizzes and for the oral exam. | | | | |

| 1.2. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )* | Class attendance | **1** | Research | | Practical training | |
|---|---|---|---|---|---|---|
| | Experimental work | | Report | | **Portfolio** (other) | **0,4** |
| | Essay | | Seminar essay | | (other) | |
| | Tests | **0,26** | Oral exam | 0,17 | (other) | |
| | Written exam | | Project | 0,17 | (other) | |

| 2.10. Grading and evaluating student work in class and at the final exam | Regular attendance and active participation; tasks and projects: portfolio - reading diary, tests,  oral exam. | | |
|---|---|---|---|
| 2.11. Required literature (available in the library and via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
| | Carter, R. A. and McRae, J., (2004) The Penguin Guide to Literature in English : Britain and Ireland. London : Penguin.  Ili | | |
| | Barnard, R., (1994) A Short History of English Literature. Oxford: Blackwell Publishing. | | Google Books |
| | Griffith, B.W. (1991) English Literature, Hauppauge, NY: Barron's Educational. | | |

| | Hayes, Kevin J. (2010). American Literature: A Very Short Introduction. New York: Oxford University Press, USA. | | Google Books |
| | Skipp, F.E.(1992) American Literature, Hauppauge, NY: Barron's Educational. | | Google Books |
| | Po izboru pročitati jednu dramu, dva romana i po pet pjesama dvaju pjesnika. | | |
| 1.3. Optional literature (at the time of submission of study programme proposal) | Berke, A. et al. (2016) Writing the Nation: A Concise Introduction to American Literature1865 to Present. Dahlonga, Georgia: University of North Georgia Press. PDF <https://ung.edu/university-press/_uploads/files/Writing-the-Nation.pdf?t=1510261164762>. Gill, R. (1995) Mastering English Literature. 2nd edition. Houndmills and London: Macmillan. Carter, R. and McRae, J. (1997) History of Literature in English: Britain and Ireland. London and New York: Routledge. Gray, R. (2011) A Brief History of American Literature. Oxford: Wiley-Blackwell. Sanders, A. (1994) The Short Oxford History of English Literature. Oxford: Clarendon Press. McRae, J. (1998) The Language of Poetry. London and New York: Routledge. Manlove, C. (1989) Critical Thinking: A Guide to Interpreting Literary Texts. Houndmills and London: Macmillan Education Ltd. Rozakis, L.E. (1999) The Complete Idiot's Guide to American Literature. Alpha Books; Penguin Group (USA), Inc. | | |
| 1.4. Quality assurance methods that ensure the acquisition of exit competences | In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades. | | |
| 1.5. Other (as the proposer wishes to add) | The Course is conducted in English. | | |

## 25. Young Adult Fiction in English

| COURSE CODE: 117815 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Nikola Novaković, PhD | 1.2. Year of the study programme | 5 |
| 1.3. Name of the course | Young Adult Fiction in English | 1.4. Credits (ECTS) | 2 |
| 1.5. Associate teachers | | 1.6. Type of instruction (number of hours   L + S + E + e-learning) | 15+9+0+6 |

| | | | | |
|---|---|---|---|---|
| 1.7. Study programme (undergraduate, graduate, integrated) | integrated | 1.8. Expected enrolment in the course | | 50 |
| 1.9. Status of the course | compulsory | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | | 2; 20% |

## 2. COUSE DESCRIPTION

| | |
|---|---|
| 1.1. Course objectives | Get students acquainted with kinds and genres of contemporary children's novel and young adult novel in the English-speaking world, and with their mutual relationships. Provide students with an insight into the conventions of narrative fiction for children and young adults, contexts of their appearance, the tradition they rely upon, as well as into a variety of thematic and structural aspect found in individual works and authors' opuses. Encourage students to autonomously describe, analyse and compare literary phenomena in the field of children's literature and young adult fiction. |
| 1.2. Course enrolment requirements and entry competences required for the course | The exam of the course Children's Literature in English. Exchange students: Language level B2 according to *The Common European Framework of Reference for Languages (CEFR)*. |
| 1.3. Learning outcomes at the level of the programme to which the course contributes | Upon the successful completion of the course students will be able to: - apply basic procedures of the methodology of literary scholarship in the field of children's narrative fiction; - obtain and apply theoretical and practical knowledge about contemporary novel for children and young adults in evaluating individual works appropriate for use in teaching English in primary school (grades 1-8); - understand the importance of permanent education and professional advancement for a continuous competent active participation in primary education (grades 1-8); - broaden the sensibility for understanding the value of own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts. |
| 1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | Upon the successful completion of the course students will be able to: - apply acquired knowledge about contemporary children's and young adult fiction in the English-speaking world in studying individual literary texts, determine the position of those text in wider contexts and establish the tradition they rely upon; - compare different genres of children's and young adult novels according to their thematic and structural features; - ask relevant questions about contemporary works of children's literature, discuss them competently, study and give account of important features of individual works and author's opuses, compare them with similar phenomena and generalize thus acquired knowledge; |

| | | | | | | |
|---|---|---|---|---|---|---|
| | - follow up theoretical literature and literary scholarship about a selected topic and establish a critical and dialogical relationship towards it. | | | | | |
| 1.5. Course content broken down in detail by weekly class schedule (syllabus) | E-learning: webinar and other - 6 classes<br>Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently):<br>1. Introduction: young adult fiction in English - 2L<br>2. Investigating young adult fiction: issues and methodology - 2L<br>3. Sources and traditions - 2L<br>4. Realistic novels vs. fantasy and their many forms<br>5. Focus: past; the tradition of the historical novel<br>6. Focus: future; in the vicinity of science-ficion<br>7. Animal fantasy and its new faces<br>8. Parallel worlds fantasy and its sources<br>9. Supernatural phenomena and magical realism for children and young adults<br>10. Problem novel; coming-of-age, peers, family, school and community<br>11. Contemporary young adult fiction and its readership: age-appropriateness and suitability<br>12. Summarizing and revision; comparing and discussing research results | | | | | |

| 1.6. Format of instruction: | x lectures<br>x seminars and workshops<br> exercises<br> on line in entirety<br>x partial e-learning<br> field work | x independent assignments<br>x multimedia and the internet<br> laboratory<br> work with mentor<br>**x** team work (other) | 1.7. Comments: |
|---|---|---|---|

| 1.8. Student responsibilities | Regular class attendance, active participation and discussion, guided research on a selected topic, essay on this topic and the presentation of research results in class, reading diary (portfolio); autonomous studying and preparation for the oral exam. |
|---|---|

| 1.9. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )* | Class attendance | **1** | Research | **0,27** | Practical training | |
|---|---|---|---|---|---|---|
| | Experimental work | | Report | **0,1** | **Portfolio** (other) | **0,33** |
| | Essay | **0,1** | Seminar essay | | (other) | |
| | Tests | | Oral exam | 0,1 | (other) | |
| | Written exam | 0,1 | Project | | (other) | |

| 2.10. Grading and evaluating student work in class and at the final exam | Regular attendance and active participation; guided research on a selected topic; essay and presentation in class, portfolio - notes from primary and secondary sources; written and oral exam. |
|---|---|

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 2.11. Required literature (available in the library and via other media) | Egoff, Sh. A. (1988) Worlds Within: Children's Fantasy from the Middle Ages to Today. Chicago and London: American Library Association. | | Internet |
| | Hunt, P. (1997/2004) International Companion Encyclopaedia of Children's Literature. London and New York: Routledge. | | |
| | ALAN Review (online journal) | | Google Books |
| | Several novels for young adults. | | |
| | An individualy assigned academic article related to the research topic. | | |
| | | | |
| 1.10.Optional literature (at the time of submission of study programme proposal) | Armitt, L.  (2005) Fantasy Fiction. An Introduction. New York and London: Continuum. Beckett, S. L. (ed.) (1999) Transcending Boundaries: Writing for a Dual Audience of Children and Adults. New York and London: Garland Publishing, Inc. Bucherand, K.T. i  Hinton, K.M., eds.Young Adult Literature: Exploration, Evaluation, and Appreciation (3rd Edition). Pearson Cart, M. 2016. Young Adul Literature: From Romance to Realism. 3rd edition. New York: Neal-Schuman Publishers. Grenby, MO. (2014) Children's Literature. Edinburgh: Edinburgh University Press. Gruner, E.R. (2019), Constructing the Adolescent Reader in Contemporary Young Adult Fiction. London: Palgrave Macmillan. Johnson, H, Mathis, J. i Short, K.G. 2016. Critical Content Analysis of Children's and Young Adult Literature.  New York: Routledge. Nikolajeva, M. (1996). Children's Literature Comes of Age: Toward a New Aesthetic. Sellnow, DD (2010) The Rhetorical Power of Popular Culture: Considering Mediated Texts. London: SAGE Publications, Inc. Tomlinson, C. M. and Lynch-Brown (2007) Essentials of Young Adult Literature. Boston etc.: Pearson Education Inc. Wolf, Sh. et al., eds. 2011. Handbook of Research on Children's and Young Adult Literature. New York: Routledge. Westfahl, G and Slusser, G.(eds.) (1999) Nursery Realms: Children in the Worlds of Science Fiction, Fantasy and Horror. Athens and London: The University of Georgia Press. |
| 1.11. Quality assurance methods that ensure the acquisition of exit competences | In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades. |

| 1.12. Other (as the proposer wishes to add) | The Course is conducted in English. |
|---|---|

## 26. Integrated Language Skills in English 2

| COURSE CODE: 57911 | | | | | |
|---|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | | |
| 1.1. Course teacher | Associate Professor Lovorka Zergollern-Miletić, PhD | 1.2. | Year of the study | 2 | |
| 1.3. Name of the course | Integrated Language Skills in English 2 | 1.4. | ECTS credits | 4 | |
| 1.5. Associate teachers | Nikola Novaković, PhD<br>Marita Pavlović, BA | 1.6. | Type of instruction (number of hours L + E + S + e-learning) | 0 + 4 + 0 + e-learning | |
| 1.7. Study programme (undergraduate, graduate, integrated) | Integrated | 1.8. | Expected enrolment in the course | 45 | |
| 1.9. Status of the course | mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | Level 1 – 10% | |
| **2. COUSE DESCRIPTION** | | | | | |
| 1.1. Course objectives | The aim of this course is to enable students to develop fluency and accuracy in written and oral communication in English at the C1 level according to the Common European Framework of Reference for Languages.<br>The students will systematically develop their reading, writing, listening, and speaking skills in English. | | | | |
| 1.1. Enrolment requirements and/or entry competences required for the course | Completion of all requirements and exams in Integrated Language Skills in English 1. | | | | |
| 1.2. Learning outcomes at the level of the programme to which the course contributes | Upon the completion of the course, the students will:<br>- develop fluency and accuracy in written and oral communication in English at the C1 level according to the Common European Framework of Reference for Languages<br>- independently use knowledge and strategies for continued and systematic development of language competency<br>- take responsibility for their professional development and lifelong learning, and analyse and evaluate their own work, the educational process, and learning | | | | |

| | | |
|---|---|---|
| | | - understand didactic and methodological models, principles, and strategies, and apply them in teaching English within the framework of primary education<br>- understand and acknowledge all participants in the educational process with the aim of establishing good communication, cooperation, and teamwork |
| 1.3. | Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Upon the completion of the course, the students will:<br>- strengthen their knowledge of grammar at the level of theory and practice, including knowledge of complex grammatical structures<br>- expand their knowledge of the connection between language and culture<br>- expand their general vocabulary (syntax and semantics, collocations, etc.)<br>- understand native speakers, even when they are not speaking entirely clearly<br>- improve their speaking skills in conversation<br>- improve their reading skills<br>- write various types of texts with an awareness of differences in register and style<br>- develop critical thinking and the ability to hold a discussing in English<br>- use reference material and sources (dictionaries, grammar books, the Internet) and acquire new strategies of independent learning<br>- learn how to prepare and give an oral presentation in English |
| 1.4. | Course content (syllabus) | Weeks:<br>2. Course introduction; revision of subject matter covered in Integrated Language Skills in English 1; relative clauses; listening comprehension, vocabulary check, discussion<br>3. Work on a text – grammar and vocabulary; homophones<br>4. Cleft sentences, nominal relative clauses; noun collocations<br>5. Organizing ideas for writing; useful phrases for describing and evaluating<br>6. Work on a text; describing places; the travel experience, travel and transport collocations, expressions with *sight*; phrasal verbs with *set*<br>7. Present subjunctive, past subjunctive and unreal past; preparation for writing a discursive essay<br>8. Work on a text: ethical travel; emphatic phrases; word formation<br>9. Essay analysis<br>10. Student presentations on a free topic<br>11. Work on a text – discussion, language analysis; dictation; word formation<br>12. Relative clauses; reduced relative clauses; reduced non-defining descriptive clauses<br>13. Writing a letter: varying your language in descriptive writing<br>14. Clauses of time and reason, result, concession; grammar exercises; listening comprehension<br>15. Dictation; multiple choice cloze; discussion |

| | |
|---|---|
| | 16. Revision |
| | 17. First continual assessment test |
| | 18. Test analysis; listening exercises; vocabulary analysis; discussion |
| | 19. Work on a text; vocabulary exercises; phrases from art and architecture; collocations |
| | 20. Work on a text; -ing form; multiple choice questions; discussion |
| | 21. Discussion: fashions, collecting and collectibles; infinitive or -ing form?; open cloze exercises |
| | 22. Word formation; writing a discursive essay; listening comprehension |
| | 23. Adjective + adverb collocations; phrasal verbs; idioms; sentence adverbials |
| | 24. Exercises on sentence adverbials; modifying and intensifying gradable and ungradable adjectives; common adverb + adjective collocations |
| | 25. Discussion: food and nutrition; adjectives + prepositions; prepositional phrases |
| | 26. Work on a text; discussion; listening comprehension; phrasal verbs; collocations |
| | 27. Reporting verbs; impersonal report structures; general verb phrases |
| | 28. Revision |
| | 29. Second continual assessment text |
| | 30. Test analysis; discussion; listening comprehension |
| | 31. Student self-assessment at the end of term |

| 1.2. Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>e-learning (other) | 31.1. Comments: |
|---|---|---|---|

| 1.3. Student responsibilities | Regular attendance.<br>Regular preparation for lessons (homework).<br>Two written tests (or end-of-term test).<br>Optional: continuing portfolio - a book in English + a list of 100 words and phrases from the book.<br>A five-minute oral presentation in class using visuals.<br>Oral exam. |
|---|---|

| 1.4. Monitoring student work | Class attendance | **YES** | NO | Research | YES | NO | Oral exam | **YES** | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | Continuing portfolio (optional) | **YES** | NO |

| | Essay | YES | NO | Seminar paper | YES | NO | Preparation for lessons | **YES** | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Preliminary exam | **YES** | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| 1.5. Required literature (available in the library and/or via other media) | Roderick, Megan; Nuttal, Carol; Kenny, Nick. 2013. Expert Proficiency Coursebook. Harlow: Pearson. | | yes |
| | Eastwood, John. 2005. Oxford Learner's Grammar - Grammar Finder. Oxford: OUP 0 da | | yes |
| | A monolingual English dictionary for advanced learners | 2 | yes |
| | | | |
| | | | |
| | | | |
| | | | |
| 2.11. Optional literature | O'Dell, Felicity; McCarthy, Michael. 2008. English Collocations in Use: Advanced. Cambridge: Cambridge University Press. O'Dell, Felicity; McCarthy, Michael. 2010. English Idioms in Use: Advanced. Cambridge: Cambridge University Press | | |
| 1.7. Other (as the proposer wishes to add) | Medium of instruction: English | | |

## 27. Integrated Language Skills in English 1

| **COURSE CODE: 57910** | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Associate Professor Lovorka Zergollern-Miletić, PhD | 1.2. Year of the study | 2 |
| 1.3. Name of the course | Integrated Language Skills in English 1 | 1.4. ECTS credits | 4 |
| 1.5. Associate teachers | Nikola Novaković, PhD Marita Pavlović, BA | 1.6. Type of instruction (number of hours L + E + S + e-learning) | 0 + 3 + 0 + e-learning |
| 1.7. Study programme (undergraduate, graduate, integrated) | Integrated | 1.8. Expected enrolment in the course | 45 |

| 1.9. Status of the course | mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | Level 1 – 10% |
|---|---|---|---|---|

## 2. COUSE DESCRIPTION

| 1.1. Course objectives | The aim of this course is to enable students to develop fluency and accuracy in written and oral communication in English at the C1 level according to the Common European Framework of Reference for Languages. The students will systematically develop their reading, writing, listening, and speaking skills in English. |
|---|---|
| 1.2. Enrolment requirements and/or entry competences required for the course | Completion of all requirements and exams in Developing Skills in English 1. |
| 1.3. Learning outcomes at the level of the programme to which the course contributes | Upon the completion of the course, the students will: <br> - develop fluency and accuracy in written and oral communication in English at the C1 level according to the Common European Framework of Reference for Languages <br> - independently use knowledge and strategies for continued and systematic development of language competency <br> - take responsibility for their professional development and lifelong learning, and analyse and evaluate their own work, the educational process, and learning <br> - understand didactic and methodological models, principles, and strategies, and apply them in teaching English within the framework of primary education <br> - understand and acknowledge all participants in the educational process with the aim of establishing good communication, cooperation, and teamwork |
| 1.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Upon the completion of the course, the students will: <br> - strengthen their knowledge of grammar at the level of theory and practice, including knowledge of complex grammatical structures <br> - expand their knowledge of the connection between language and culture <br> - expand their general vocabulary (syntax and semantics, collocations, etc.) <br> - understand native speakers, even when they are not speaking entirely clearly <br> - improve their speaking skills in conversation <br> - improve their reading skills <br> - write various types of texts with an awareness of differences in register and style <br> - develop critical thinking and the ability to hold a discussing in English <br> - use reference material and sources (dictionaries, grammar books, the Internet) and acquire new strategies of independent learning <br> - learn how to prepare and give an oral presentation in English |

| | |
|---|---|
| 1.5.   Course content (syllabus) | **Weeks:**<br>2.   Course introduction; revision of subject matter covered in Developing Skills in English 1; work on a familiar text; testing reading skills, pronunciation, understanding, analysis of vocabulary, grammatical structures, style; student self-evaluation of their level of English<br>3.   Work on a text – grammar and vocabulary; discussion, listening to an audio recording; writing a short essay<br>4.   Work on a text – discussion on the arts, position of the artist in society; work on grammar and vocabulary<br>5.   Introduction to subordinate clauses – function and structure (finite and non-finite forms, verbless clauses); grammar and vocabulary exercises<br>6.   Short presentation on a theatre play or film, concert, or art exhibition; introduction to relative clauses; exercises; dictation<br>7.   Discussion about a text; language analysis of the text; grammatical exercises; vocabulary exercises; listening exercises; student self-evaluation regarding their listening skills<br>8.   Grammar exercises – modal verbs; work on a text (group work); discussion about the text<br>9.   First continual assessment test<br>10. Test analysis; grammar exercises (relative clauses); discussion on a topic<br>11. Work on a text – retelling, discussion, language analysis; dictation; listening exercise; essay writing<br>12. Student evaluation of essays; identification of main problems students face in writing; discussion on students' own level of English; further discussion on the topic of the essay; grammar exercises<br>13. Reading exercise; language analysis of a text; discussion on the text's subject; grammar exercises<br>14. Practice for the vocabulary test; dictation; listening exercises; grammar exercises<br>15. Second continual assessment test<br>16. Test analysis; listening exercises; vocabulary analysis; discussion<br>       Student self-assessment at the end of term |

| 1.2. Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>e-learning (other) | 16.1.  Comments: |
|---|---|---|---|

| 1.3. Student responsibilities | Regular attendance.<br>Regular preparation for lessons (homework).<br>Two written tests (or end-of-term test).<br>Optional: continuing portfolio - a book in English + a list of 100 words and phrases from the book.<br>A five-minute oral presentation in class using visuals. |
|---|---|

| 1.4. Monitoring student work | Oral exam. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Class attendance | **YES** | NO | Research | YES | NO | Oral exam | **YES** | NO |
| | Experimental work | YES | NO | Report | YES | NO | Continuing portfolio (optional) | **YES** | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | Preparation for lessons | **YES** | NO |
| | Preliminary exam | **YES** | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| 1.5. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Roderick, Megan; Nuttal, Carol; Kenny, Nick. 2013. Expert Proficiency Coursebook. Harlow: Pearson. | | yes |
| | Eastwood, John. 2005. Oxford Learner's Grammar - Grammar Finder. Oxford: OUP 0 da | | yes |
| | A monolingual English dictionary for advanced learners | 2 | yes |
| | | | |
| | | | |
| | | | |
| | | | |

| 2.11. Optional literature | O'Dell, Felicity; McCarthy, Michael. 2008. English Collocations in Use: Advanced. Cambridge: Cambridge University Press. O'Dell, Felicity; McCarthy, Michael. 2010. English Idioms in Use: Advanced. Cambridge: Cambridge University Press |
|---|---|
| 1.6.  Other (as the proposer wishes to add) | Medium of instruction: English |

## 28. Developing Skills in English 1

| COURSE CODE: 52856 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1.  Course teacher | Dr Jelena Parizoska, Assistant Professor | 1.2. | Year of the study | 1 |
| 1.3.   Name of the course | Developing Skills in English 1 | 1.4. | ECTS credits | 2 |
| 1.5.   Associate teachers | | 1.6. | Type of instruction (number of hours L + E + S + e-learning) | 0 + 2 + 0 + e-learning |

| 1.7. | Study programme (undergraduate, graduate, integrated) | Integrated | | 1.8. | Expected enrolment in the course | 50 |
|---|---|---|---|---|---|---|
| 1.9. Status of the course | | mandatory | elective | 1.10. | Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | Level 2 – 10% |

## 2. COUSE DESCRIPTION

| | | |
|---|---|---|
| 1.1. | Course objectives | The aim of this course is to enable students to develop oral and written communication skills in English. |
| 1.2. | Enrolment requirements and/or entry competences required for the course | Knowledge of English at CEFR Level B2. |
| 1.3. | Learning outcomes at the level of the programme to which the course contributes | Students will develop oral and written communication skills in English at CEFR Level C1. |
| 1.4. | Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Upon the completion of the course, the students will:<br>- expand their general vocabulary<br>- learn to use specific grammatical constructions correctly<br>- improve their speaking skills<br>- improve their reading skills<br>- learn to use dictionaries<br>- learn how to prepare and give an oral presentation in English |
| 1.5. | Course content (syllabus) | 1. Introduction to the course; character adjectives<br>2. Idioms for people (character and behaviour)<br>3. Idioms for people: *as*-similes<br>4. Structuring presentations<br>5. Making your name<br>6. The continuous aspect<br>7. Conditionals, wishes, regrets<br>8. Test 1<br>9. Proverbs<br>10. Words from the wise |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 11. Metaphors<br>12. Using a dictionary<br>13. Changing your mind<br>14. Opinions<br>15. Test 2 | | | | | | | | |

| | | | | |
|---|---|---|---|---|
| 1.6. Format of instruction: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>(other) | 1.7. Comments: | |

| | |
|---|---|
| 1.8. Student responsibilities | Two written tests (or end-of-term test).<br>Continuing portfolio: A book in English + a list of 100 words and phrases from the book.<br>Oral exam. |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1.9. Monitoring student work | Class attendance | **YES** | NO | Research | YES | NO | Oral exam | **YES** | NO |
| | Experimental work | YES | NO | Report | YES | NO | An oral presentation using visuals | **YES** | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | A book in English and a list of 100 words and phrases | **YES** | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | **YES** | NO | ECTS credits (total) | 2 | |

| | | | |
|---|---|---|---|
| 1.10. Required literature (available in the library and/or via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
| | Clare, Antonia; Wilson, JJ. 2012. *Speakout Advanced Students' Book*. Pearson. | 0 | Yes |
| | Vince, Michael. 2008. *Macmillan English Grammar In Context: Advanced*. Macmillan ELT. | 0 | Yes |
| | A monolingual dictionary for advanced learners | 2 | Yes |
| | | | |

| | |
|---|---|
| 2.11. Optional literature | O'Dell, Felicity; McCarthy, Michael. 2008. *English Collocations in Use: Advanced*. Cambridge: Cambridge University Press.<br>O'Dell, Felicity; McCarthy, Michael. 2010. *English Idioms in Use: Advanced*. Cambridge: Cambridge University Press. |
| 1.11. Other (as the proposer wishes to add) | Medium of instruction: English |

## 29. Developing Skills in English 2

| COURSE CODE: 52858 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Dr Jelena Parizoska, Assistant Professor | | 1.6. Year of the study | 1 |
| 1.2. Name of the course | Developing Skills in English 2 | | 1.7. ECTS credits | 3 |
| 1.3. Associate teachers | | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 0 + 3 + 0 + e-learning |
| 1.4. Study programme (under-graduate, graduate, inte-grated) | Integrated | | 1.9. Expected enrolment in the course | 50 |
| 1.5. Status of the course | ☒ mandatory | ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), per-centage of online instruction (max. 20%) | Level 2 – 10% |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | The aim of this course is to enable students to develop oral and written communication skills in English. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Knowledge of English at CEFR Level B2. | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contrib-utes | Students will develop oral and written communication skills in English at CEFR Level C1. | | | |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Upon the completion of the course, the students will: <br> - expand their general vocabulary <br> - learn to use specific grammatical constructions correctly <br> - improve their speaking skills <br> - improve their reading skills <br> - learn to write a formal email in English | | | |
| 2.5. Course content (syllabus) | 1. Introduction to the course; writing emails <br> 2. Travel <br> 3. Relative clauses | | | |

| | |
|---|---|
| | 4. Prefixes<br>5. Conviction<br>6. Past tenses<br>7. Test 1<br>8. Idioms: secrets<br>9. Modal verbs and phrases<br>10. Time phrases<br>11. Truth or myth<br>12. The passive<br>13. Phrasal verbs<br>14. Investigative journalism<br>15. Test 2 |

| 2.6. Format of instruction: | ☐ lectures<br>☐ seminars and workshops<br>☒ exercises<br>☐ online in entirety<br>☒ partial e-learning<br>☐ field work | ☐ independent assignments<br>☒ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) | 2.7. Comments: |
|---|---|---|---|

| 2.8. Student responsibilities | Two written tests (or end-of-term test).<br>Continuing portfolio: A book in English + a list of 100 words and phrases from the book.<br>Oral exam. |
|---|---|

| 2.9. Monitoring student work | Class attendance | **YES** | NO | Research | YES | NO | Oral exam | **YES** | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | A book in English and a list of 100 words and phrases | **YES** | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | **YES** | NO | ECTS credits (total) | 3 | |

| 2.1. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Clare, Antonia; Wilson, JJ. 2012. *Speakout Advanced Students' Book*. Pearson. | 0 | Yes |
| | Vince, Michael. 2008. *Macmillan English Grammar In Context: Advanced*. Macmillan ELT. | 0 | Yes |
| | A monolingual dictionary for advanced learners | 2 | Yes |

| | |
|---|---|
| 2.11. Optional literature | O'Dell, Felicity; McCarthy, Michael. 2008. *English Collocations in Use: Advanced*. Cambridge: Cambridge University Press.<br>O'Dell, Felicity; McCarthy, Michael. 2010. *English Idioms in Use: Advanced*. Cambridge: Cambridge University Press. |
| 2.12. Other<br>(as the proposer wishes to add) | Medium of instruction: English |

## 30. Figurative language in EFL

| COURSE CODE: 216087 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Dr Jelena Parizoska, Assistant Professor | | 1.6. Year of the study | 5 |
| 1.2. Name of the course | Figurative language in EFL | | 1.7. ECTS credits | 2 |
| 1.3. Associate teachers | | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 1 + 0 + 2 + e-learning |
| 1.4. Study programme (under-graduate, graduate, inte-grated) | Integrated | | 1.9. Expected enrolment in the course | 45 |
| 1.5. Status of the course | ☒ mandatory | ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), percent-age of online instruction (max. 20%) | Level 2 – 10% |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | The aim of this course is to introduce students to the Cognitive Linguistic approach to figurative language and enable them to apply it in teaching English figurative expressions. In addition, the aim is to enable students to use electronic corpora in foreign language teaching as well as in foreign language research. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contrib-utes | | | | |

| | |
|---|---|
| 2.4. Expected learning out-comes at the level of the course (3 to 10 learning out-comes) | |
| 2.5. Course content (syllabus) | 1) Introduction: cognitive processes and motivation in language<br>2) The role of conceptual motivation in second language learning and teaching<br>3) Theoretical approaches and their application in second language learning and teaching<br>4) Literal and figurative expressions in teaching English as a foreign language<br>5) Traditional and modern approaches to figurative language<br>6) Learning and teaching phrasal verbs in English as a foreign language<br>7) Learning and teaching idioms in English as a foreign language<br>8) Using lexicographic resources in teaching English as a foreign language<br>9) Discourse studies of conceptual metaphor<br>10) Multimodal metaphor<br>11) Computer-assisted language analysis and corpora<br>12) Concordances: analyzing lexical items<br>13) Concordances: analyzing grammatical structures<br>14) Using corpora in teaching figurative language in EFL<br>15) Revision |

| 2.6. Format of instruction: | ☒ lectures<br>☒ seminars and workshops<br>☐ exercises<br>☐ online in entirety<br>☒ partial e-learning<br>☐ field work | ☒ independent assignments<br>☒ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐　　(other) | 2.7. Comments: |
|---|---|---|---|

| 2.8. Student responsibilities | A written assignment on teaching figurative language in EFL.<br>Written exam. |
|---|---|

| 2.9. Monitoring student work | Class attendance | **YES** | NO | Research | YES | NO | Oral exam | YES | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | (other) | YES | NO |
| | Essay | YES | NO | Seminar paper | **YES** | NO | (other) | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | **YES** | NO | ECTS credits (total) | 2 | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | Littlemore, Jeannette and Graham Low. 2006. *Figurative Thinking and Foreign Language Learning*. Basingstoke: Palgrave Macmillan. (Chapter 8: Figurative Thinking and Lexico-Grammatical Competence, pp. 156-176) | 0 | Yes |
| | Kövecses, Zoltán. 2010. *Metaphor: A Practical Introduction. 2nd Edition*. Oxford: Oxford University Press. (Chapter 15: Metaphor, Metonymy, and Idioms, pp. 231-250) | 0 | Yes |
| | Rudzka-Ostyn, Brygida. 2003. *Word Power: Phrasal Verbs and Compounds: A Cognitive Approach*. Berlin: Mouton de Gruyter. (selected chapters) | 0 | Yes |
| | Hunston, Susan. 2002. *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press. (Chapter 7: Corpora and language teaching: General Applications, pp. 170-197) | 0 | Yes |
| 2.11. Optional literature | Thomas, James. 2017. *Discovering English with Sketch Engine. 2nd Edition*. Versatile. (selected chapters) | | |
| 2.12. Other (as the proposer wishes to add) | Medium of instruction: English | | |

## 31. Logic

| COURSE CODE: 211078 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Tin Perkov | | 1.6. Year of the study | |
| 1.2. Name of the course | Logic | | 1.7. ECTS credits | 4 |
| 1.3. Associate teachers | | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | lectures 30 |
| 1.4. Study programme (under-graduate, graduate, inte-grated) | | | 1.9. Expected enrolment in the course | |
| 1.5. Status of the course | ☐ mandatory | ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), percent-age of online instruction (max. 20%) | |
| **2. COUSE DESCRIPTION** | | | | |

| 2.1. Course objectives | To adopt basic knowledge and skills in formal logic with an emphasis on application to metodology of science, mathematics, computer science, epistemology and everyday life. |
|---|---|
| 2.2. Enrolment requirements and/or entry competences required for the course | none |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | understanding and application of adequate scientific methods to the field of primary education |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | 3. translate given natural language sentence to a language of formal logic and vice versa<br>4. interpret sentences of a formal logical language on a mathematical model and vice versa: build a model for a given sentence<br>5. test satisfiablity and validity of logical statements and inferences using truth tables and semantic trees<br>6. prove validity of a logical statement or an inference using axioms and inference rules<br>7. solve a logical problem or a logical puzzle using methods of formal logic |
| 2.5. Course content (syllabus) | Introduction: logical problems and puzzles (1 week). Sets, relations, functions, mathematical induction, recursive definition, formal languages (1). Propositional logic: syntax and semantics (2), logical consequence relation, satisfiability and validity (1), axioms, inference rules, proofs (1), logic as a game (1), First-order logic: sylogisms, quantifiers, syntax and semantics of first-order logic (2), logical consequence relation, satisfiability and validity (1), first-order theories, inference rules, proofs (1), first-order theory with equality, Peano arithmetic as a first-order theory (1). Modal logic: epistemic logic, syntax and semantics of modal logic (1), modal logical consequence relations, proofs in modal logic (1), dynamical aspects of modal logic, modal logic and computer science (1) |

| 2.6. Format of instruction: | ☐ **lectures**<br>☐ seminars and workshops<br>☐ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | ☐ **independent assignments**<br>☐ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) | 2.7. Comments: |
|---|---|---|---|

| 2.8. Student responsibilities | attending class, homework | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2.9. Monitoring student work | Class attendance | **YES** | NO | Research | YES | **NO** | Oral exam | **YES** | NO |
| | Experimental work | YES | **NO** | Report | YES | **NO** | (other) | YES | NO |

| | Essay | YES | **NO** | Seminar paper | YES | **NO** | (other) | YES | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Preliminary exam | **YES** | NO | Practical work | **YES** | NO | (other) | YES | NO |
| | Project | YES | **NO** | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | handouts provided by the course teacher | | YES |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 2.11. Optional literature | | | |
| 2.12. Other (as the proposer wishes to add) | | | |

## 32. Mathematics 1

| **COURSE CODE: 52832** | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Tin Perkov | 1.6. Year of the study | |
| 1.2. Name of the course | Mathematics 1 | 1.7. ECTS credits | 4 |
| 1.3. Associate teachers | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | lectures 30, seminar 30 |
| 1.4. Study programme (under-graduate, graduate, inte-grated) | | 1.9. Expected enrolment in the course | |
| 1.5. Status of the course | ☐ mandatory  ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), percent-age of online instruction (max. 20%) | |

| 2. COUSE DESCRIPTION | |
|---|---|
| 2.1. Course objectives | To adopt basic knowledge and skills in elementary mathematics as a foundation for future study of teaching mathematics. |
| 2.2. Enrolment requirements and/or entry competences required for the course | none |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | familiarity with basic notions and results in fields present in primary education (in this case the field of mathematics) |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | 8. apply logical rules of inference to prove mathematical facts<br>9. perform basic operations with sets (union, intersection, set difference)<br>10. understand and use algorithms for basic operations with numbers (addition, subtraction, multiplication, division)<br>11. extend the notion of numbers from natural numbers and integers to rational, real and complex numbers<br>12. sketch graphs of some elementary functions (linear, quadratic, polynomial, exponential) |
| 2.5. Course content (syllabus) | Sets, relations, functions (2 weeks). Natural numbers (3). Integers (1). Rational numbers (2). Real numbers (2). Complex numbers (1). Linear function and linear equation (1). Quadratic function and equation (1). Polynomials (1). Exponential function (1). |

| 2.6. Format of instruction: | ☐ **lectures**<br>☐ **seminars** and workshops<br>☐ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐　(other) | 2.7. Comments: |
|---|---|---|---|

| 2.8. Student responsibilities | attending class, homework | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2.9. Monitoring student work | Class attendance | **YES** | NO | Research | YES | **NO** | Oral exam | **YES** | NO |
| | Experimental work | YES | **NO** | Report | YES | **NO** | (other) | YES | NO |
| | Essay | YES | **NO** | Seminar paper | YES | **NO** | (other) | YES | NO |
| | Preliminary exam | **YES** | NO | Practical work | YES | **NO** | (other) | YES | NO |
| | Project | YES | **NO** | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | handouts provided by the course teacher | | YES |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 2.11. Optional literature | | | |
| 2.12.    Other (as the proposer wishes to add) | | | |

## 33. Mathematics 2

| COURSE CODE: 52833 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Tin Perkov | 1.4. Year of the study | |
| 1.2.  Name of the course | Mathematics 2 | 1.5. ECTS credits | 4 |
| 1.3.  Associate teachers | | 1.6. Type of instruction (number of hours L + E + S + e-learning) | lectures 30, seminar 30 |
| 1.4.  Study programme (under-graduate, graduate, inte-grated) | | 1.7. Expected enrolment in the course | |
| 1.5.  Status of the course | ☐ mandatory ☐ elective | 1.8.  Level of application of e-learn-ing (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COUSE DESCRIPTION** | | | |
| 2.1. Course objectives | To adopt basic knowledge and skills in elementary mathematics as a foundation for future study of teaching mathematics. | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2.2. Enrolment requirements and/or entry competences required for the course | Mathematics 1 | | | | | | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | familiarity with basic notions and results in fields present in primary education (in this case the field of mathematics) | | | | | | | | |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | 3. use isometries to relate geometric objects<br>4. classify triangles and quadrilaterals<br>5. determine the perimeter of a polygon and a circle<br>6. determine the area of a polygon and a disc<br>7. determine the volume of a solid (prism, pyramid, ball, cylinder, cone) | | | | | | | | |
| 2.5. Course content (syllabus) | Composition of functions (1 week). Inverse functions, square root, logarithm functions (2). Basic notions of plane geometry (1). Isometries: translation, rotation, symmetries (2). Triangles (2). Quadrilaterals (1). Polygons (1). Circle and disc (1). Basic notions of space geometry (1). Prisms and pyramids (1). Sphere and ball (1). Cylinder, cone (1) | | | | | | | | |

| 2.6. Format of instruction: | ☐ **lectures**<br>☐ **seminars** and workshops<br>☐ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) | 2.7. Comments: |
|---|---|---|---|

| 2.8. Student responsibilities | attending class, homework |
|---|---|

| 2.9. Monitoring student work | Class attendance | **YES** | NO | Research | YES | **NO** | Oral exam | **YES** | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | **NO** | Report | YES | **NO** | (other) | YES | NO |
| | Essay | YES | **NO** | Seminar paper | YES | **NO** | (other) | YES | NO |
| | Preliminary exam | **YES** | NO | Practical work | YES | **NO** | (other) | YES | NO |
| | Project | YES | **NO** | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| 2.10. Required literature (available in the library | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|

| and/or via other media) | handouts provided by the course teacher | | YES |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 2.11. Optional literature | | | |
| 2.11. Other (as the proposer wishes to add) | | | |

## 34. Introduction to statistics

| COURSE CODE: 162202 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Tin Perkov | 2.1 Year of the study | |
| 1.2. Name of the course | Introduction to statistics | 2.1 ECTS credits | 4 |
| 1.3. Associate teachers | | 2.1 Type of instruction (number of hours L + E + S + e-learning) | lectures 30, exercises 30 |
| 1.4. Study programme (under-graduate, graduate, inte-grated) | | 2.1 Expected enrolment in the course | |
| 1.5. Status of the course | ☐ mandatory ☐ elective | 2.1 Level of application of e-learning (level 1, 2, 3), percentage of online in-struction (max. 20%) | |
| **2. COUSE DESCRIPTION** | | | |
| 2.1 Course objectives | To adopt basic methods of description and presentation of data and statistical inference about general population from sample data, to enable critical interpretation and application of scientific results. | | |
| 2.1 Enrolment requirements and/or entry competences required for the course | none | | |

| | |
|---|---|
| 2.1 Learning outcomes at the level of the programme to which the course contributes | familiarity with basic elements of scientific research, applying adequate research methods to develop practice |
| 2.1 Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | 3. present and interpret data using tables and diagrams<br>4. calculate and interpret basic parameters of data (mean, median, mode, range, standard deviation, inter-quartile range)<br>5. determine data correlation using correlation coefficients and linear regresion<br>6. estimate distribution parameters using interval estimation<br>7. test statistical hypotheses |
| 2.1 Course content (syllabus) | Basic notions of statistics: population and sample, frequencies, graphical presentation of data (3 weeks). Mean, median, mode (2). Range, variance, standard deviation, inter-quartile range, variation coefficient (2). Correlation: linear regresion, correlation coefficients (2). Basic notions of probability (2). Parameter estimates (2). Hypotheses tests (2) |

| 2.1 Format of instruction: | ☐ **lectures** <br> ☐ **seminars** and workshops <br> ☐ exercises <br> ☐ online in entirety <br> ☐ partial e-learning <br> ☐ field work | ☐ independent assignments <br> ☐ multimedia and the internet <br> ☐ laboratory <br> ☐ work with mentor <br> ☐ (other) | 2.1 Comments: |
|---|---|---|---|

| | |
|---|---|
| 2.1 Student responsibilities | attending class, homework |

| 2.1 Monitoring student work | Class attendance | **YES** | NO | Research | YES | **NO** | Oral exam | YES | **NO** |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | **NO** | Report | YES | **NO** | (other) | YES | NO |
| | Essay | YES | **NO** | Seminar paper | YES | **NO** | (other) | YES | NO |
| | Preliminary exam | **YES** | NO | Practical work | YES | **NO** | (other) | YES | NO |
| | Project | YES | **NO** | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| 2.1 Required literature (available in the library and/or via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | handouts provided by the course teacher | | YES |
| | | | |

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| 2.1 Optional literature | | | |
| 2.1 Other (as the proposer wishes to add) | | | |

## 35. Family - school partnership

| COURSE CODE: 117365 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Assistant Professor Adrijana Višnjić Jevtić, PhD | 1.6. Year of the study | 3 |
| 1.2. Name of the course | Family - school partnership | 1.7. ECTS credits | 4 |
| 1.3. Associate teachers | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 1+0+1 |
| 1.4. Study programme (under-graduate, graduate, inte-grated) | Undergraduate | 1.9. Expected enrolment in the course | |
| 1.5. Status of the course | ✓☐ mandatory    ☐ elective | 1.10. Level of application of e-learn-ing (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
| **2. COUSE DESCRIPTION** | | | |
| 2.1. Course objectives | Introduce students with the theoretical starting points of establishing partner relationships with preschool institutions and families and help them to acquire the knowledge and techniques needed to establish successful interaction, communication and collaborative relationships with parents and other adults in educational institutions. | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | | | |

| | |
|---|---|
| 2.3. Learning outcomes at the level of the programme to which the course contributes | 1. Understanding the intercultural and inclusive environment (respect for diversity) and implementing different strategies in establishing co-operation with different stakeholders<br>2. Ability to participate in an interdisciplinary team and communicate with all subjects involved in the educational process (with children, adolescents, parents and practitioners); |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | 1. To define and explain the underlying concepts that appear in the area of co-operation between families and kindergartens<br>2. To compare and explain different paradigms of co-operation with parents that have emerged over the past decades.<br>3. To find out and determine the reasons why collaboration between kindergartens and families is necessary for the overall development of the child<br>4. To find out and determine the reasons why the co-operation of the kindergarten is necessary to improve the work of the kindergarten and the educational institution<br>5. To understand the possible reasons for disagreement between families and kindergartens, ie parents and educators. |
| 2.5. Course content (syllabus) | 1. Introduction - An access to parental and kindergarten partnerships (content, working methods, literature, guidelines for work in seminars).<br>2. The paradigm of family relations and educational institutions, movements and programs that influenced contemporary understanding of co-operation with parents (Compensation Programs, Alternative Movements).<br>3. Towards partnership with parents. (Defining the Importance of Early and Preschool Co-operation and Teaching, Contemporary Nursery and Family Relations, Partnership Relationships).<br>4. Modalities of co-operation between kindergartens and families (parental meetings, individual talks, parents' educational workshops, online co-operation with parents)<br>5. Barriers to establishing partnerships between parents and professionals (different values and expectations, attitudes and prejudices, Cooperation with parents of children with special needs and families of different family structures and cultures)<br>6. The Competence of Educators Required to Collaborate with Parents.<br>7. Comparison of Croatian Practice in Working with Parents vs. Worldwide (parenting, partnership with parents in contemporary curricula of ECEC). |

| 2.6. Format of instruction: | ☑ lectures<br>☑ seminars and workshops<br>☐ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | ☑ independent assignments<br>☐ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐   (other) | 2.7. Comments: |
|---|---|---|---|
| 2.8. Student responsibilities | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **2.9. Monitoring student work** | Class attendance | **YES** | NO | Research | **YES** | NO | Oral exam | **YES** | NO |
| | Experimental work | YES | NO | Report | YES | NO | (other) | YES | NO |
| | Essay | YES | NO | Seminar paper | **YES** | NO | (other) | YES | NO |
| | Preliminary exam | **YES** | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| **2.10. Required literature (available in the library and/or via other media)** | Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno - obrazovne ustanove i zajednice. Zagreb: Element | | |
| | A.Višnjić Jevtić, I. Visković (ur.) (2018.). Izazovi suradnje - razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima | | |
| | Maleš, D. (2015) Partnerstvom obitelji i škole do uspješnog odgojno-obrazovnog rada. U: Opić, S., Bilić, V., Jurčić, M.(ur.) Odgoj u školi. (pp. 45 – 74). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu | | |
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| | | | |
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|---|---|
| **2.11. Optional literature** | Lozančić - Jurčević, A. (2013) Pedagogija zajedništva: oživotvorenje dijaloga u ustanovama ranog odgoja. // U: Posavec, K. ; Sablić, M. (ur.). Interkulturalna pedagogija: prema novim razvojima znanosti o odgoju / Posavec, K. ; Sablić, M. (ur.).Zagreb : Hrvatsko pedagogijsko društvo, 2013. Str. 149-155.. Kudek-Mirošević, J., Jurčević Lozančić, A. (2015):  Stavovi odgojitelja i učitelja o provedbi inkluzije u redovitim predškolskim ustanovama i osnovnim školama. Hrvatska revija za rehabilitacijska istraživanja. 50 (2):17-29 Ljubetić, M. (2011) Partnerstvo obitelji, vrtića i škole – vježbe, zadatci, primjeri Zagreb:.Školska knjiga Višnjić Jevtić, A. (2015). Modaliteti uključivanja roditelja u konstrukciju kurikuluma. U: I. Visković (ur.) Mirisi djetinjstva – Nacionalni kurikulum ranog i predškolskog odgoja i obrazovanja – teorijske postavke i implementacija (pp. 41 – 48). Makarska: Dječji vrtić Biokovsko zvonce Dusi, P. (2012). The Family - School Relationship in Europe: A Research Review. C.E.P.S. Jurnal Vol.2, No 1, 13 - 33. Stričević, I. (2010.), Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja. U: Maleš, D. (ur.), Nove paradigme ranog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju, 125-152. Visković, I., Višnjić Jevtić, A. (2017.). Teachers' Opinion on the Possibilities of Collaboration with Parents. Croatian Journal of Education,  19(1), 117-146. Wilson, T. (2016). Working with Parents, Carers and Families in the Early Years. Oxon, New York: Routledge |

| 2.12. Other (as the proposer wishes to add) | |
|---|---|

## 36. Communicative English Grammar 1

| **COURSE CODE: 52861** | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Associate Professor Lovorka Zergollern-Miletić, PhD | | 1.1. Year of the study | 1 |
| 1.2. Name of the course | Communicative English Grammar 1 | | 1.2. ECTS credits | 2 |
| 1.3. Associate teachers | | | 1.3. Type of instruction (number of hours L + E + S + e-learning) | 1 + 1 + 0 + e-learning |
| 1.4. Study programme (un-dergraduate, graduate, inte-grated) | Integrated | | 1.4. Expected enrolment in the co-urse | 45 |
| 1.5. Status of the course | ☒ mandatory | ☐ elective | 1.5. Level of application of e-lear-ning (level 1, 2, 3), percentage of online instruction (max. 20%) | Level 2, 20% |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Approaching English grammar analytically, learning about different grammatical patterns, comparing them and analysing them in texts. This course should help students improve their knowledge of grammar, as well as of the English language in general.  The analytical approach should lead to students'  better understanding of the language, and also to the development of  explanatory skills needed for their future  teaching jobs. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Knowledge of English at the upper intermediate level. | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contribu-tes | Developing  communication skills, both written and oral at the C1 level  (Common European Framework of Reference for Languages); Acquisition of  theoretical and practical knowledge from the fields of linguistics, applied linguistics, language teaching and English teaching methodology, which leads to  the application of that knowledge in  the students' future teaching; | | | |

| | |
|---|---|
| | Understanding and respecting all the participants in the education process, learning how to communicate, collaborate, and work in teams. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Developing the awareness that language is a complex system;<br>Learning how to explain the use of particular grammatical structures;<br>Learning how to use particular grammatical structures in context and communication;<br>Learning about the differences between British and American English. |
| 2.5. Course content (syllabus) | 1. Introduction to the study of grammar and linguistics<br>2. Words and phrases<br>3. Sentence structure - The simple sentence<br>4. Sentence types<br>5. Questions and answers<br>6. Qustion tags<br>7. The continual assessment test/Midterm test<br>8. The analysis of the test + Leaving out and replacing words<br>9. Word order and emphasis<br>10. Verb forms<br>11. Present tenses<br>12. Past tenses<br>13. Future tenses<br>14. The Passive<br>15. Revision |

| 2.6. Format of instruction: | ☒ lectures<br>☐ seminars and workshops<br>☒ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | ☒ independent assignments<br>☒ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☒ e-learning (other) | 2.7. Comments:<br>One lecture per week (45 minutes) + one hour of exercises (45 min) per week in three small groups. |
|---|---|---|---|

| 2.8. Student responsibilities | Regular attendance<br>Regular preparation for lessons (homework)<br>A continual assessment test<br>An end-of-term test<br>Oral exam. |
|---|---|

| 2.9. Monitoring student work | Class attendance | **YES** | NO | Research | YES | **NO** | Oral exam | **YES** | NO |
| | Experimental work | YES | **NO** | Report | YES | **NO** | Continuing portfolio (optional) | **YES** | NO |
| | Essay | YES | **NO** | Seminar paper | YES | **NO** | Preparation for lessons | **YES** | NO |
| | Preliminary exam | **YES** | NO | Practical work | **YES** | NO | (other) | YES | **NO** |
| | Project | YES | **NO** | Written exam | **YES** | NO | ECTS credits (total) | 2 | |

| 2.10.    Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Eastwood, John. 2005. *Oxford Learner's Grammar - Grammar Finder*. Oxford: OUP | | yes |
| | Eastwood, John. 2005. *Oxford Learner's Grammar - Grammar Builder*. Oxford: OUP | | yes |
| | A monolingual English dictionary for advanced learners | 2 | yes |
| | Materials on the internet platform *Merlin* – prepared by the instructor | | yes |
| | | | |
| | | | |

| 2.11. Optional literature | Foley, Mark&Diane Hall (2012). *My Grammar Lab*. Harlow, Essex: Pearson |
|---|---|
| 2.11. Other (as the proposer wishes to add) | Medium of instruction: English |

## 37. Communicative English Grammar 2

| COURSE CODE: 216604 | | | |
|---|---|---|---|
| **1.       GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Associate Professor Lovorka Zergollern-Miletić, PhD | 1.6. Year of the study | 1 |
| 1.2. Name of the course | Communicative English Grammar 2 | 1.7. ECTS credits | 4 |
| 1.3. Associate teachers | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 1 + 0 + 1 + e-learning |

| 1.4. Study programme (un-dergraduate, graduate, inte-grated) | Integrated | | 1.9. Expected enrolment in the course | 45 |
|---|---|---|---|---|
| 1.5. Status of the course | ☒ mandatory | ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | Level 2, 20% |

## 2.  COUSE DESCRIPTION

| | |
|---|---|
| 2.1. Course objectives | Approaching English grammar analytically, learning about different grammatical patterns, comparing them and analysing them in texts. This course should help students improve their knowledge of grammar, as well as of the English language in general.  The analytical approach should lead to students' better understanding of the language, and also to the development of  explanatory skills needed for their future  teaching jobs. |
| 2.2. Enrolment requirements and/or entry competences required for the course | Completing the course Communicative English Grammar 1 |
| 2.3. Learning outcomes at the level of the programme to which the course contribu-tes | Developing  communication skills, both written and oral at the C1 level  (Common European Framework of Reference for Languages);<br>Acquisition of  theoretical and practical knowledge from the fields of linguistics, applied linguistics, language teaching and English teaching methodology, which leads to  the application of that knowledge in  the students' future teaching;<br> Understanding and respecting all the participants in the education process, learning how to communicate, collaborate, and work in teams. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Developing the awareness that  language is a complex system;<br>Learning how to explain the use of particular grammatical structures;<br>Learning how to use particular grammatical structures in context and communication;<br>Learning about the differences between British and American English. |
| 2.5. Course content (syllabus) | 1. Revision of grammar studied in the course Communicative English Grammar 1<br>2. Modal Verbs<br>3. The Infinitive<br>4. The Gerund<br>5. The Participles<br>6. The continual assessment test<br>7. The analysis of the test + Nouns - types of nouns + agreement |

| | 8.. The articles<br>9. Possessives and demonstratives<br>10. Quantifiers<br>11. Pronouns<br>12. Adjectives<br>13. Adverbs<br>14. Prepositions<br>15. Revision<br>. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2.6. Format of instruction: | ☒ lectures<br>☐ seminars and workshops<br>☒ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | | | ☒ independent assignments<br>☒ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☒ e-learning (other) | | | 2.7. Comments:<br><br>One lecture per week (45 minutes) + two hours of seminars (90 min) per week (two student groups). | | |
| 2.8. Student responsibilities | Regular attendance<br>Regular preparation for lessons (homework)<br>A continual assessment test<br>An end-of-term test<br>Oral exam. | | | | | | | | |

| 2.9. Monitoring student work | Class attendance | **YES** | NO | Research | YES | **NO** | Oral exam | **YES** | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | **NO** | Report | YES | **NO** | Continuing portfolio (optional) | **YES** | NO |
| | Essay | YES | **NO** | Seminar paper | YES | **NO** | Preparation for lessons | **YES** | NO |
| | Preliminary exam | **YES** | NO | Practical work | **YES** | NO | (other) | YES | **NO** |
| | Project | YES | **NO** | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| 2.10. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Eastwood, John. 2005. *Oxford Learner's Grammar - Grammar Finder*. Oxford: OUP | | yes |
| | Eastwood, John. 2005. *Oxford Learner's Grammar - Grammar Builder*. Oxford: OUP | | yes |
| | A monolingual English dictionary for advanced learners | 2 | yes |

| | Materials on the internet platform *Merlin* – prepared by the instructor | | yes |
|---|---|---|---|
| | | | |
| | | | |
| 2.11. Optional literature | Foley, Mark&Diane Hall (2012). *My Grammar Lab*. Harlow, Essex: Pearson | | |
| 2.11. Other (as the proposer wishes to add) | Medium of instruction: English | | |

## 38. English-speaking cultures

| COURSE CODE: 207825 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Associate Professor Lovorka Zergollern-Miletić, PhD | 1.6. Year of the study | 1 |
| 1.2. Name of the course | English-speaking cultures | 1.7. ECTS credits | 2 |
| 1.3. Associate teachers | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 1 + 0 + 1 + e-learning |
| 1.4. Study programme (undergraduate, graduate, integrated) | Integrated | 1.9. Expected enrolment in the course | 45 |
| 1.5. Status of the course | ☒ mandatory ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | Level 2, 20% |
| **2. COUSE DESCRIPTION** | | | |
| 2.1. Course objectives | Learning about the English speaking world, particularly about the United Kingdom, the Republic of Ireland and the USA; Gaining knowledge about the history, geography, political system, education system, legal system, social structure and customs of a particular English speaking country; Gaining insight into the similarities and differences between the English speaking countries; Learning about similarities and differences between particular English speaking countries and Croatia. One of the objectives is to create an atmosphere of understanding and tolerance, of discarding stereotypes, prejudice and xenophobia; Acquiring new terminology, thus developing students' linguistic competence beyond the level of everyday communication; | | |

| | | |
|---|---|---|
| | Developing the understanding of the interconnectedness of language and culture, which is essential for future language teachers. | |
| 2.2. Enrolment requirements and/or entry competences required for the course | Completing the course Introduction to Culture and civilisation | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Acquiring basic knowledge and skills for research and practical work regarding culture, civilisation and related areas connected to English language teaching;<br>Acquiring theoretical and practical knowledge about the areas of culture and civilisation, as well as about various intercultural fields, and learning how to apply the gained knowledge in English language teaching;<br>Understanding and developing pluralism that should exist in teaching, and in school in general;<br>Taking responsibility for one's own professional development and lifelong learning, analysing one's own work, the education process and learning;<br>Gaining the ability to teach in a multicultural context; | |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Acquiring good knowledge about English speaking countries, primarily about the UK, the Republic of Ireland and the USA;<br>Gaining insight into English speaking cultures, breaking prejudice and stereotype:<br>Creating ground for future acceptance of new knowledge and information about foreign cultures, as well as their own, applying critical and analytical thinking;<br>Developing the awareness of the tight relationship between language and culture;<br>Gaining knowledge necessary for teachers of languages . | |
| 2.5. Course content (syllabus) | | |

| 2.6. Format of instruction: | X☐ lectures<br>x☐ seminars and workshops exercises<br>☐ online in entirety<br>☐ partial e-learning<br>x☐ field work | ☒ independent assignments<br>☒ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☒ e-learning (other) | 2.7. Comments:<br>One lecture per week (45 minutes) + one hour of seminars (90 min) per week (two student groups).<br>Field work implies a visit to the Australian Embassy in Zagreb, or to the Canadian Embassy in Zagreb, or both. |
|---|---|---|---|
| 2.8. Student responsibilities | Regular attendance<br>Regular preparation for lessons (homework) | | |

| | Tw continual assessment tests | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **2.9. Monitoring student work** | Class attendance | **YES** | NO | Research | YES | **NO** | Oral exam | YES | **NO** |
| | Experimental work | YES | **NO** | Report | YES | **NO** | Continuing portfolio (optional) | **YES** | NO |
| | Essay | YES | **NO** | Seminar paper | YES | **NO** | Preparation for lessons | **YES** | NO |
| | Preliminary exam | **YES** | NO | Practical work | **YES** | NO | (other) | YES | **NO** |
| | Project | YES | **NO** | Written exam | **YES** | NO | ECTS credits (total) | 4 | |

| | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| **2.10. Required literature** (available in the library and/or via other media) | A reader with texts about the UK and Ireland | | yes |
| | A reader with texts about the USA | | yes |
| | Materials on the internet platform *Merlin* -prepared by the instructor | | yes |
| | | | |
| | | | |

| 2.11. Optional literature | |
|---|---|
| 2.12.    Other (as the proposer wishes to add) | Medium of instruction: English |

## 39. Qualitative and Quantitative Methods 1

| **COURSE CODE: 58049** | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Siniša Opić, Full professor | 1.6. Year of the study | 4 |
| 1.2. Name of the course | Qualitative and Quantitative Methods 1 | 1.7. ECTS credits | 4 |
| 1.3. Associate teachers | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 15 + 15 + 15 |

| 1.4. Study programme (undergraduate, graduate, integrated) | Integrated primary education (835 programme) | | 1.9. Expected enrolment in the course | |
|---|---|---|---|---|
| 1.5. Status of the course | ☐ mandatory | ☐ elective | 1.10.  Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |

## 2. COUSE DESCRIPTION

| 2.10.  Course objectives | 1. understanding of the basic qualitative and quantitative concepts<br>2. ability to understand statistical parameters<br>3. application of the statistical package SPPS in the data processing<br>4. interpretation of the obtained statistical results |
|---|---|
| 2.11.  Enrolment requirements and/or entry competences required for the course | It is expected that students have elementary computer literacy (using a text processing program, presentation making program, Excell, sending e-mails, internet search) and knowledge of the English language |
| 2.12.  Learning outcomes at the level of the programme to which the course contributes | Acting in accordance with professional ethical standards and students' best interest; understanding, knowing and usage of the appropriate procedures regarding scientific research work in the field of education |
| 2.13.  Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Student will be able to:<br>1. use SPPS program for data processing<br>2. understand the significance and reasons for using certain statistical tests<br>3. explain basic statistical parameters and values<br>4. conduct statistical analysis<br>5. apply and to interpret descriptive and inferential statistic (methods)<br>6. understand the basics of application univariant, multivariant and robust statistical tests |
| 2.14.  Course content (syllabus) | Scientific aim and scientific method<br>Types of measurements and measuring scales (nominal, ordinal, interval, ratio; Thurston's', Likert's', Bogardu's, semantic differential)<br>Measurable characteristics of instruments (validity (content, construct, convergent, divergent, criterion, diagnostic, prognostic); reliability (test-retest, parallel forms, internal consistency method), sensitivity and objectivity |

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| | Measures of the central tendency and variability (AS, mode, median/quantiles (quartiles, deciles, percentiles), interquartile range, sum of squared errors, variance, standard deviation, coefficient of variability…)<br>Graphical representation of results (box plot, P-P, Q-Q, Stem and leaf, histogram, pictogram, polygon, f)<br>Normal distribution and some other distributions  (sampling distributions, skewness, kurtosis, test for normality of distribution)<br>Qualitative researches and mixed methods<br>Action researches (stages, purpose, draft, implementation specifics, sample)<br>Grounded theory<br>Parametric and nonparametric tests<br>Homoscedasticity and homogeneity of variance (tests, bootstrapping methods)<br>Chi square test (log linear Chi)<br>T-test (one sample, related samples, independent samples)<br>ANOVA (one way, two way)<br>Correlations (linear, non-linear, partial, zero order corr) |

| 2.15. Format of instruction: | ☒ lectures<br>☒ seminars and workshops<br>☒ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☒ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) | 2.16. Comments: |
|---|---|---|---|

| 2.17. Student responsibilities | |
|---|---|
| | |

| 2.18. Monitoring student work | Class attendance | **YES** | NO | Research | YES | NO | Oral exam | YES | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | (other) | YES | NO |
| | Essay | YES | NO | Seminar paper | **YES** | NO | (other) | YES | NO |
| | Preliminary exam | **YES** | NO | Practical work | **YES** | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | YES | NO | ECTS credits (total) | | |

| 2.10. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
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| 2.11. Optional literature | Opić, S. (2018). Specificity and Limitation of MANOVA and Discriminant Function Analysis in Social Sciences. In L. Gómez Chova, A. López Martínez, I. Candel Torres L (Eds), ICERI 2018 Proceedings, 5901-5907.<br>Opić, S. (2019). Advantages and limitations of linear canonical correlation analysis (LCCA). In L. Gómez Chova, A. López Martínez, I. Candel Torres L (Eds), ICERI 2019 Proceedings, 6332-6338. |
|---|---|
| 2.12. Other<br>(as the proposer wishes to add) | |

## 40. Professional - pedagogical practice in kindergarten

| COURSE CODE: 96213 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Asst. prof. Adrijana Višnjić-Jevtić<br>Asst. prof. Blaženka Bačlija-Sušić | 1.6. Year of the study | 3. | |
| 1.2. Name of the course | Professional - pedagogical practice in kindergarten | 1.7. ECTS credits | 2 | |
| 1.3. Associate teachers | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 0+80+0 | |
| 1.4. Study programme (under-graduate, graduate, inte-grated) | Undergraduate study of early childhood education | 1.9. Expected enrolment in the course | | |
| 1.5. Status of the course | ☒mandatory | ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Application and analysis of theoretical knowledge in practice on the importance of meeting the developmental and individual needs of children as an important starting point for designing an integrated, open curriculum. Understanding the concept of a reflective practitioner who continually evaluates the effects of his or her achievements; | | | |

| | |
|---|---|
| | Development of the ability to adapt to new and unexpected situations through the active application of acquired competencies.<br>Understanding, analysis and creation of educational activities in relation to children's abilities, possibilities, needs and interests.<br>Understanding and analysis of the child's activities and developmental possibilities as a prerequisite for the co-construction of an integrated curriculum (project work) in response to the child's developmental, individual and special needs. |
| 2.2. Enrolment requirements and/or entry competences required for the course | Mastered methodical subjects |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Understanding and developing the professional identity of ECE teachers and acting in accordance with ethical norms and professional code.<br>Ability to act professionally in an intercultural and inclusive environment (respect for diversity).<br>The use of different forms of language and artistic expression in the curricula of early childhood education.<br>Ability to use theoretical models and scientific research in the field of early childhood education to change and develop practice (reflective practitioner). |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Connecting theoretical knowledge with practical experiences in the educational process<br>Connecting, understanding and applying partial methodological knowledge in creating a comprehensive open curriculum of early childhood education based on the child's interests, needs and rights.<br>Understanding the child as a competent and active individual.<br>Understanding children's developmental and individual needs and interests.<br>Organization, implementation and evaluation of educational activities.<br>Understanding the concept of reflection and evaluation in relation to the implemented activities. |
| 2.5. Course content (syllabus) | Application of theoretical knowledge from the methodical subjects in the integrated educational process. |

| 2.6. Format of instruction: | ☐ lectures<br>☐ seminars and workshops<br>☒ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | ☐ independent assignments<br>☐ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) | 2.7. Comments: |
|---|---|---|---|

| 2.8. Student responsibilities | |
|---|---|

| 2.9. Monitoring student work | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Class attendance | YES | **NO** | Research | YES | **NO** | Oral exam | YES | **NO** |
| | Experimental work | YES | **NO** | Report | YES | **NO** | (other) | YES | **NO** |
| | Essay | YES | **NO** | Seminar paper | YES | **NO** | (other) | YES | **NO** |

| | | Preliminary exam | YES | **NO** | Practical work | **YES** | NO | (other) | YES | **NO** |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Project | YES | **NO** | Written exam | YES | **NO** | ECTS credits (total) | 2 | |

| | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | *Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje* (2014). Zagreb: Ministarstvo znanosti, obrazovanja i sporta. | | |
| | *Državni pedagoški standard predškolskog odgoja i naobrazbe* (2008.). Narodne novine 63/2008. | | |
| | Brajković, S. (ed.) *Uspješno mentoriranje odgajatelja u pristupu usmjerenom na dijete*. Zagreb: Korak po korak | | |
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| 2.11. Optional literature | Harris Helm, J., Katz, L. (2011). Young Investigators: The Project Approach in the Early Years. New York: Teachers College Press | | |
| | Skinner, S.M. (2007). Creative activities in Early Years. London: SAGE | | |
| 2.12. Other (as the proposer wishes to add) | | | |

## 41. English Phonetics and Phonology

| **COURSE CODE: 52854** | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Kristina Cergol, PhD, Assistant Professor | 1.6. Year of the study | 1 |
| 1.2. Name of the course | English Phonetics and Phonology | 1.7. ECTS credits | 3 ECTS |

| | | | | |
|---|---|---|---|---|
| 1.3. Associate teachers | | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 15L + 45E |
| 1.4. Study programme (undergraduate, graduate, integrated) | Integrated primary education (835 programme) | | 1.9. Expected enrolment in the course | 45 |
| 1.5. Status of the course | ☒ mandatory | ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | Level 2 20 % |

## 2. COUSE DESCRIPTION

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|---|---|
| 2.1. Course objectives | - to introduce students to the phonetic features and phonological system of the English language as well as the specificities of connected speech<br>- to enable students to teach school children English, while focusing on the specificities of pronunciation, accent, intonation and phonetic transcription<br>- to enable students to independently use international phonetic transcription |
| 2.2. Enrolment requirements and/or entry competences required for the course | - |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Having completed all course requirements, the students will be able to:<br>- organise their own learning and professional development within lifelong learning with respect to the pronunciation, stress patterns and intonation of the English language for the purpose of performing continuous and high-quality classroom work with primary school children<br>- develop perception, production and transcription of speech in the English language<br>- make decisions based on professional competence, apply criticism and self-criticism in solving problems related to English language teaching. |
| 2.4. Expected learning outcomes at the level of the | Having completed all course requirements, the students will be able to:<br>- interpret connected speech rules in order to achieve fluency and accuracy in communication in the English language |

| | |
|---|---|
| course (3 to 10 learning outcomes) | - apply comprehensive knowledge of the English language in teaching, especially the knowledge of pronunciation, word stress and intonation<br>- apply knowledge of phonological system of the English language as well as the specifics of connected speech<br>- apply knowledge of structures and rules related to connected speech and appropriate intonation patterns<br>- use the skill of careful perception and transcription of various samples of speech and be able to independently use the International Phonetic Association system for transcription of speech<br>- apply linguistic and paralinguistic elements (mime, gestures, rhythm, etc.) in their speech<br>- apply the rules of appropriate expression in the English language in practice, so that it is appropriated to primary school children<br>- demonstrate the ability to emphasize relevant phonetic elements so that their explicit development may be facilitated in primary school children |
| 2.5. Course content (syllabus) | Lectures:<br>1 Introduction: the foundations of phonetics and phonology as a discipline in applied linguistics<br>2 Phonemic system of the English language and avoidance of negative transfer from the Croatian language<br>3 Speech organs and their function<br>4 English consonants: place and manner of articulation, voiced and voiceless consonants<br>5 English vowels (emphasis on the differences between the British and American vowel inventories)<br>6 Diphthongs and triphthongs<br>7 Phonetic transcription of the English language and International Phonetics Association (IPA) symbols<br>8 Syllable<br>9 Word/Syllable stress<br>10 Unstressed syllables (schwa) + stressed (strong) and unstressed (weak) forms in the English language<br>11 Sentence rhythm, tonic<br>12 Connected speech<br>13 Intonation and basic intonation patterns<br>14 Phonological processes<br><br>Exercises:<br>1 Introduction: basic terminology<br>2 Basic phonetic features and phonetic system of the English language |

| | |
|---|---|
| | 3 English Phonetic Transcription and International Phonetic Transcription (IPA) Symbols |
| | 4 Consonants: occlusive - p, b |
| | 5 Consonants: occlusive - t, d |
| | 6 Consonants: occlusive - k, g |
| | 7 Stressing words |
| | 8 Consonants: fricatives - f, c |
| | 9 Approximate - w |
| | 10 f, v, w – pronunciation practice |
| | 11 'shwa' |
| | 12 Sentence rhythm |
| | 13 Short written knowledge test 1 (1-12) |
| | 14 Consonants: fricatives - s, z |
| | 15 Consonants: fricatives - ʃ, ʒ |
| | 16 Consonants: affricates - ʧ, ʤ |
| | 17 Connected speech and phonetic transcription of connected speech |
| | 18 Consonants: fricatives - θ, ð |
| | 19 Fricative h, nasal ŋ |
| | 20 Practicing sentence rhythm and stressed words through short nursery rhymes and chants |
| | 21 Short written knowledge test 2 (13-21) |
| | 22 Approximates - r, l |
| | 23 Practicing the pronunciation of consonant groups |
| | 24 Weak forms 1 |
| | 25 Weak forms 2 |
| | 26 Vowels - ɪ, i: |
| | 27 Vowels - e, æ |
| | 28 Tonic, tone unit |
| | 29 Vowels - ʌ, a: |
| | 30 Vowels - o, o: |

| 2.6. Format of instruction: | ☒ lectures | ☒ independent assignments | 2.7. Comments: |
|---|---|---|---|

| | | |
|---|---|---|
| ☐ seminars and workshops<br>☒ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | ☒ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) | |

| 2.8. Student responsibilities | Regular class attendance and participation: 45<br>Regular preparation for classes, tests, homework: 15<br>Individual portfolio preparation: 15<br>Individual seminar task preparation: 15<br>Overall: 90 hours = 3 ECTS |
|---|---|

| 2.9. Monitoring student work | Class attendance | YES | NO | Research | YES | NO | Oral exam | YES | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | (other) | YES | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | (other) | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | YES | NO | 3 ECTS | | |

| 2.10. Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | (selected chapters):<br>Brazil, D. (1997). Pronunciation for Advanced Learners of English. Cambridge: Cambridge University Press. | | online |
| | Brown, G. (1990). Listening to Spoken English. London: Longman. | | online |
| | (selected chapters): | | online |

| | Collins, B. and Mees, I.M. (2003). Practical Phonetics and Phonology, A resource book for students. London: Routledge. | | |
|---|---|---|---|
| | (selected chapters):<br>Hancock, M. (2004). English Pronunciation in Use. Cambridge: Cambridge University Press. | | online |
| | Jones, D. (2004). Cambridge English Pronouncing Dictionary, 16th edition. Cambridge: Cambridge University Press. | | online |
| | Josipović Smojver, V. (1999). Phonetics and Phonology for Students of English. Targa: Zagreb.<br>Ponsonby, M. (1987). How Now Brown Cow? London: Prentice Hall International. | 6 | online |
| 2.11. Optional literature | Cunningham, S. et al. (1996). Headway Pronunciation. Oxford: Oxford Univerity Press.<br>Graham, C. (1991). Jazz Chants. Oxford: Oxford Univerity Press.<br>Graham, C. (1994). Jazz Chants for Children. Oxford: Oxford Univerity Press.<br>Graham, C. (1995). Jazz Chants Fairy Tales. Oxford: Oxford Univerity Press.<br>Narančić Kovač, S. i Andraka, M. (1999). Dječje pučke pjesmice u sveučilišnoj nastavi engleskoga izgovora. Strani jezici, XXVIII (1), 26-38.<br>Narančić Kovač, S. i Andraka, M. (1999). Što pjesma daje i uzima govoru. Zbornik Učiteljske akademije u Zagrebu, I (1), 193-200.<br>Rackham, A. (1985). Mother Goose Nursery Rhymes. London: Chancellor Press. | | |
| 2.12. Other (as the pro-poser wishes to add) | - | | |

## 42. Kinesiology

| COURSE CODE: 58126 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Full Professor Ph.D.. Ivan Prskalo;<br>Associate Professor, Ph.D.Marija Lorger | 1.6. Year of the study | 2 |
| 1.2. Name of the course | Kinesiology | 1.7. ECTS credits | 4 |

| 1.3. Associate teachers | Assistant professor, Ph.D.. Snježana Mraković | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 2+0 +1 |
|---|---|---|---|
| 1.4. Study programme (under-graduate, graduate, inte-grated) | Integrirani učiteljski studij-program 903 | 1.9. Expected enrolment in the course | 80 |
| 1.5. Status of the course | X☐ mandatory ☐ elective | 1.10. Level of application of e-learning (level 1, 2, 3), percent-age of online instruction (max. 20%) | 10 % |

## 2. COUSE DESCRIPTION

| 2.1. Course objectives | To teaching the general laws of managing the exercise process as well as the consequences of the effects of these processes on the human body with special reference to the population of school children.<br>To acquaint students with the basics of research methodology in the field of kinesiology, ways to solve problems related to the management of the exercise process and possible changes in anthropological characteristics, motor abilities and state of health under the influence of an appropriate exercise program. |
|---|---|
| 2.2. Enrolment requirements and/or entry competences required for the course | Apart from the administrative conditions, and enroll in the 4th semester of study, there are no additional conditions or additional entry competencies. |
| 2.3. Learning outcomes at the level of the programme to which the course contrib-utes | Acquisition of theoretical and methodological knowledge in the field of basic kinesiological disciplines, applied kinesiological disciplines - kinesiological methodology, auxiliary kinesiological disciplines.<br>Theoretical and practical preparation for the integrated application of this insights in working with children in primary education. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Get acquainted with the structure of kinesiology, basic, applied and auxiliary kinesiology disciplines and its relationship to other sciences.<br>Introduction to the basic concepts of kinesiology.<br>Introduction to the scientific foundations of kinesiology, the principles of approach to kinesiological problems and the foundations of scientific research in kinesiology.<br>Getting to know the legality of managing physical exercise process as a cybernetic system and planning and programming this process.<br>Introduction to the concept and effect of kinesiological stimuli on the transformation of the anthropological status of the child.<br>Introduction with the health, hygiene and environmental aspects of physical exercise. |

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|---|---|
| 2.5. Course content (syllabus) | The concept and definition of kinesiology<br>Development of kinesiology<br>Structure of kinesiology, basic kinesiology disciplines, applied kinesiology disciplines - kinesiology methodologies, auxiliary kinesiology disciplines<br>Interdisciplinarity of kinesiology<br>Methodological bases of kinesiology<br>Subject of kinesiology research<br>Research methods<br>Principles of approach to kinesiological problems<br>Basic research methods<br>Structure and stages of research<br>Conception of scientific and professional papers<br>Application of kinesiological laws in education<br>Basic principles of exercise process management<br>Fundamentals of the cybernetic approach in kinesiology<br>The concept of a managed process<br>Planning and programming a managing the exercise process<br>The concept and definition of kinesiological stimuli<br>Influence of kinesiological stimuli on anthropological characteristics<br>Influence of kinesiological stimuli on quantitative and qualitative features of anthropological characteristics<br>Influence of kinesiological stimuli on anthropometric peculiarities<br>Influence of kinesiological stimuli on functional-motor abilities<br>Influence of kinesiological stimuli on cognitive abilities, conative traits and social status<br>Influence of kinesiological stimuli on motor information<br>Kinesiological stimuli in the function of education<br>Influence of kinesiological stimuli on health<br>The concept and definition of health<br>Health and physical activity<br>Influence of physical activity on body structure<br>Environment and health<br>Influence of natural factors on health<br>Physical exercise and ecology<br>Hygiene and physical exercise |

| 2.6. Format of instruction: | **X** ☐ lectures | ☐ independent assignments | 2.7. Comments: |
|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **X** ☐ seminars and workshops<br>☐ exercises<br>☐ online in entirety<br>☐ partial e-learning<br>☐ field work | | | | ☐ multimedia and the internet<br>☐ laboratory<br>☐ work with mentor<br>☐ (other) | | | |

| 2.8. Student responsibilities | Regular class attendance and active participation;<br>seminar paper from given literature;<br>paper or presentation of a given topic in a seminar;<br>reading prescribed literature;<br>independent learning and preparation |
|---|---|

| 2.9. Monitoring student work | Class attendance | **YES** | 0.8 | Research | | | Oral exam | **YES** | 1.2 |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | | | Report | | | (other) | | |
| | Essay | | | Seminar paper | **YES** | 0.8 | (other) | | |
| | Preliminary exam | | | Practical work | | | (other) | | |
| | Project | | | Written exam | **YES** | 1.2 | ECTS credits (total) | **4.0** | |

| 2.1. Required literature<br>(available in the library<br>and/or via other media) | **Title** | **Number of copies in the library** | **Availability via other media** |
|---|---|---|---|
| | Prskalo, I., Sporiš, G. (2018). Kinesiology. Zagreb: University of Zagreb, Faculty of Teacher Education, University of Zagreb, Faculty of Kinesiology (248 str.) | | |
| | Hoffman, S. J. (2005). Introduction to kinesiology. Champaign, IL: Human Kinetics Publishers, Inc. | | |
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| 2.11. Optional literature | Kosinac, Z., Prskalo, I. (2017). Kineziološka stimulacija i postupci za pravilno držanje tijela u razvojnoj dobi djeteta. Zagreb: Sveučilište u Zagrebu Učiteljski fakultet (331). |
|---|---|
| 2.12. Other<br>(as the proposer wishes to add) | |

## 43. Physical Education Teaching Methodology 1

| COURSE CODE: 58173 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Professor Ivan Prskalo, PhD, Assistant professor Srna Jenko Miholić, PhD | | 1.6. Year of the study | 3 |
| 1.2. Name of the course | Physical Education Teaching Methodology 1 | | 1.7. ECTS credits | 5 |
| 1.3. Associate teachers | Igor Bokor | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 1+1+0 |
| 1.4. Study programme (undergraduate, graduate, integrated) | Integrated Teacher Study Programme 903 | | 1.9. Expected enrolment in the course | 80 |
| 1.5. Status of the course | **x** mandatory | elective | 1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | - |
| **2. COUSE DESCRIPTION** | | | | |
| 2.2. Course objectives | Students will be able to connect the knowledge and laws on which the settlement of biopsychosocial motives for movement and play is based. Students will be able to apply theoretical and professional-methodical knowledge about organizing everyday and occasional forms of work, in which they will successfully use the contents of physical and health education. Students will be able to independently perform all programs and organizational forms of work in PE | | | |
| 2.3. Enrolment requirements and/or entry competences required for the course | Apart from the administrative requirements, i.e. the enrolled 6th semester of study, there are no additional requirements or additional entry competencies. | | | |
| 2.4. Learning outcomes at the level of the programme to which the course contributes | Students will be able to identify theoretical and professional-methodical knowledge and ultimately be able to independently carry out all programs and organizational forms of work in PE, which will contribute to the training of future teachers for the integration of educational areas and successful work within the teaching profession. | | | |
| 2.5. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will become familiar with the general and special goals and tasks of PE and physical and health education. Students will master the basic concepts of PE teaching methodology. Students will adopt the basic concepts, goals and tasks of PE teaching methodology as a scientific and teaching discipline. | | | |

| | Students will be able to recognize the general features of the biopsychosocial development of students with a focus on younger school age.<br>Students will be trained to perform all organizational forms of work in the physical and health education field.<br>Students will be able to immediately prepare for the PE class (theoretical, methodical and organizational). | | |
|---|---|---|---|
| 2.6. Course content (syllabus) | Concept, definition and subject of PE teaching methodology.<br>The goal and tasks of PE teaching methodology.<br>Theoretical aspects of PE teaching methodology.<br>PE teaching methodology in the modern classification of science.<br>Interdisciplinarity of PE teaching methodology.<br>Structure of PE teaching methodology.<br>The relationship between PE teaching methodology and special methodologies.<br>Methodological bases of research in PE teaching methodology.<br>Physical and health education area (goals and tasks, place and role, connection of physical and health education area with other education areas).<br>Constitutional and legal regulation of physical and health education area.<br>Organizational forms of work in physical and health education area.<br>Extracurricular and extracurricular organizational forms of work.<br>PE lesson.<br>Structure of PE lesson, introductory part, preparatory part of the lesson, tasks and content of the introductory and preparatory part of the lesson.<br>The main part of the lesson and the final part of the lesson; tasks and content of the main and final part of the lesson.<br>Distribution of the main part of the lesson.<br>Loads during the PE lesson.<br>Class competitions, different events and trips.<br>Training of non-swimmers, micropauses, winter and summer vacations, macropauses.<br>Preparing teachers for work - for the PE lesson. | | |
| 2.7. Format of instruction<br>Please underline relevant format: | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>(other) | 2.8. Comments: |
| 2.9. Student responsibilities | Regular class attendance and active participation;<br>Perform parts of the lesson independently | | |

| 2.10.Monitoring student work | Reading prescribed literature;<br>Independent learning and preparation | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Class attendance | YES | | Research | | NO | Oral exam | YES |
| | Experimental work | | NO | Report | | NO | Homework | NO |
| | Essay | | NO | Seminar paper | | NO | Peer teaching | NO |
| | Preliminary exam | | NO | Practical work | YES | | (other) | NO |
| | Project | | NO | Written exam | YES | | ECTS credits (total) | 5 |

| 2.11.    Required literature (available in the library and/or via other media) | Title | Number of copies in the library | Availability via other media |
|---|---|---|---|
| | Findak, V. (1999). *Metodika tjelesne i zdravstvene kulture*. Zagreb: Školska knjiga (288 str.). | 10 | |
| | Findak, V., Prskalo, i. (2004). *Kineziološki leksikon za učitelje*. Petrinja: Visoka učiteljska škola (102 str.). | 20 | |
| | Findak, V., Prskalo, I. i Babin, J. (2011) *Sat tjelesne i zdravstvene kulture u primarnoj edukaciji*. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu (173 str). | 20 | |
| | | | |
| | | | |
| | | | |
| 2.11. Optional literature | | | |
| 2.12.    Other (as the proposer wishes to add) | | | |

## 44. Music culture 1

| COURSE CODE: 57902 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Assist. Prof. Martina Mičija Palić, Ph.D. | 1.6. Year of the study | 2 |
| 1.2. Name of the course | **MUSIC CULTURE 1** | 1.7. ECTS credits | 2 |

| | | | |
|---|---|---|---|
| 1.3. Associate teachers | Assist. Prof. Tamara Jurkić Sviben, Ph.D., MA<br>Diana Atanasov Piljek, senior lecturer<br>Branimir Magdalenić, artistic advisor<br>Tomislav Cvrtila – Čakovec<br>Tihomir Prša – Petrinja | 1.7. Type of instruction (number of hours L + E + S + e-learning) | 15+15+0 |
| 1.4. Study program (undergra-duate, graduate, integrated) | Integrated teacher study | 1.8. Expected enrolment in the course | 90 |
| 1.5. Status of the course | **X** mandatory     elective | 1.9. Level of application of e-learning (level 1, 2, 3), per-centage of online instruction (max. 20%) | 1 |

## 2. COURSE DESCRIPTION

| | |
|---|---|
| 2.1. Course objectives | The aim of this course is to determine the elements that make up musical culture as a subject, to define the parameters of music in a physical sense, to analyze the elements of musical notation, to separate a musical example into the elements of musical notation and to realize the sound perception of a note as a written sign – synthesis. |
| 2.2. Enrolment requirements and/or entry competences required for the course | Enrolled in the 2nd year of study in accordance with the Study Regulations |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Conversance of basic scientific and theoretical knowledge from educational fields in upbringing and education (linguistic-communication, social-humanistic, mathematical-natural science, information-communication, physical and health, artistic field), and mastery of relevant content from the corresponding teaching subjects;<br>1. Achieve a synthetic level of the cognitive area of professional knowledge through the basic elements of musical literacy / writing reading and playing musical examples.<br>2. Achieve the basic level of articulation in the psychomotor area of musical literacy/ playing rhythm and time with singing and movement. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will be able to:<br>1. Recognize tone parameters and explain them in physical terms<br>2. Name, explain, get to know and adopt the elements of musical writing<br>4. Read and perform examples written in sheet music<br>5. Connect, identify and organize the elements of the musical alphabet into a whole<br>6. To know basic scientific and theoretical knowledge from educational areas in primary education (art area), and to master the relevant content from the corresponding teaching subjects |
| 2.5. Course content (syllabus) | • tone parameters and characteristics<br>• musical alphabet and solmization / relative and absolute notation |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | • g- key, f- key, informative c- key / dictation<br>• tonal system / names of octaves, ways of writing notes and naming tones within each octave<br>• note values<br>• rhythm, meter (beats), ligature, dotted note, syncopation / dictation, playing<br>• measure/type, relative note value, conversion from one measure to another<br>• scale, relationships of tones within the scale / degree, degree, semi-degree / auditory recognition<br>• major and minor scales with raisers and lowers / all major and minor scales of the circle of fifths and fourths<br>• transposing from tonality to tonality<br>• intervals by type and size / recognition, assignment<br>• chord, types of fifth chords and their turns / recognition, playing<br>• reading the given examples in rhythmic syllables with the beat of the meter<br>• reading given examples by solmization with meter timing<br>• reading the given examples in the musical alphabet with the beat of the meter | | | | | | | | | |

| 2.6. Format of instruction | <u>lectures</u><br>seminars and workshops<br><u>exercises</u><br>online in entirety<br>partial e-learning<br>field work | <u>independent assignments</u><br>multimedia and the internet<br>laboratory<br>work with mentor<br>peer teaching (other) | 2.7. Comments: |
|---|---|---|---|

| 2.8. Student responsibilities | Regular attendance at classes, writing assignments and active participation, reading literature and taking notes, attending concerts, independent studying, preparing and going to the preliminary exam |
|---|---|

| 2.9. Monitoring student work | Class attendance | <u>YES</u> 1 | NO | Research | YES | <u>NO</u> | Oral exam | YES | <u>NO</u> |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | <u>NO</u> | Report | YES | <u>NO</u> | Homework | <u>YES 0,5</u> | NO |
| | Essay | YES | <u>NO</u> | Seminar paper | YES | <u>NO</u> | Peer teaching | YES | <u>NO</u> |
| | Preliminary exam | <u>YES</u> 1 | NO | Practical work | YES | <u>NO</u> | Independent study and practice | <u>YES 0,5</u> | NO |
| | Project | YES | <u>NO</u> | Written exam | <u>YES</u> | NO | ECTS credits (total) | **3** | |

| 2.2. Required literature (available in the library and/or via other media) | Title | | Availability in the library | Availability via other media |
|---|---|---|---|---|
| | Andreis, J. ( 1967), Vječni Orfej, Zagreb, Školska knjiga. | | YES | |
| | Atanasov Piljek, D. – Fiolić D. ( 2018), Sviranka – obnovljeno izdanje,(skripta za sviranje i pjevanje), Zagreb, Učiteljski fakultet Sveučilišta u Zagrebu. | | YES | |
| | Michels, U. (2004), Atlas glazbe I., Zagreb, Golden marketing- Tehnička knjiga. | | | |

| | Michels, U. (2006), Atlas glazbe II., Zagreb, Golden marketing- Tehnička knjiga. | | |
|---|---|---|---|
| | Završki, J. (1995), Teorija glazbe, Zagreb, Školska knjiga. | | |
| | | | |
| 2.13. Optional literature | Lhotka-Kalinski, I. (1975), Umjetnost pjevanja, Zagreb, Školska knjiga.<br>Golčić, I. (2010), Solfeggio, PR1, Zagreb, HKD Sv.Jeronima<br>Tomašić, Đ. (2003), Osnove glazbene teorije, Zagreb, Erudit. | | |
| 2.14. Other<br>(as the proposer wishes to add) | The course is held entirely in English. | | |

## 45. Music culture 2

| COURSE CODE: 57903 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Assist. Prof. Martina Mičija Palić, Ph.D. | 1.6. Year of the study | 2 |
| 1.2. Name of the course | **MUSIC CULTURE 2** | 1.7. ECTS credits | 2 |
| 1.3. Associate teachers | Assist. Prof. Tamara Jurkić Sviben, Ph.D., MA<br>Branimir Magdalenić, artistic advisor Tomislav Cvrtila – Čakovec<br>Tihomir Prša – Petrinja | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 15+15+0 |
| 1.4. Study program (undergra-duate, graduate, integra-ted) | Integrated teacher study | 1.9. Expected enrolment in the course | 50 |
| 1.5. Status of the course | **X** mandatory | elective | 1.9. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
| **2. COURSE DESCRIPTION** | | | |
| 2.1. Course objectives | To identify music as an element of aesthetic education<br>Point out the aesthetically valuable music and the elements that make it so<br>Adopt a certain number of aesthetically valuable compositions from musical literature<br>Analyze and synthesize musical components of compositions | | |

| | | |
|---|---|---|
| | | Connect the characteristics of different musical periods through music, representatives and musical forms |
| | | Compare musical styles |
| | | Form personal musical taste |
| | | Revise personal general musical culture |
| 2.2. | Enrolment requirements and/or entry competences required for the course | To be enrolled in the 2nd year of study in accordance with the Study Regulation and pass the preliminary exam at the end of the 3rd semester . |
| 2.3. | Learning outcomes at the level of the programme to which the course contributes | Conversance of basic scientific and theoretical knowledge from educational fields in upbringing and education (linguistic-communication, social-humanistic, mathematical-natural science, information-communication, physical and health, artistic field), and mastery of relevant content from the corresponding teaching subjects; Students will: achieve the synthetic level of the cognitive area of professional knowledge through the basic elements of musical culture (reading, playing and singing certain music pieces) achieve the level of organizing the values of the affective area of musical culture (listening, recognizing and analyzing artistic compositions) |
| 2.4. | Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | Students will be able to: recognize the musical forms of the listened compositions name, explain, get to know and adopt part of the musical terminology analyze the listened piece and distinguish its musical components recognize certain works from music literature create an auditory perception of different musical terms and compositions connect, identify and organize the features of musical styles develop the articulation in the area of music performance and sheet music reading |
| 2.5. | Course content (syllabus) | Analysis of the expressive components of a musical work: meter, rhythm, melody, harmony, tempo, dynamics, agogics, color, and form Aural analysis of musical forms on examples of compositions for listening from the Curriculum for Musical Culture (motive, phrase, short and long musical sentence, short and long musical periods) Recognition and auditory analysis of simple musical forms Recogition and aural analysis of complex musical forms: one-movement and multi-movement, solo song, opera, oratorio, cantata, musical... Program music Historical overview of periods and styles in musical art with major representatives Knowledge of musical instruments using examples from music literature (Instrumental music / getting to know the basic features of symphony orchestra instruments) Vocal music / voice, types of voices, voice care, basics of vocal technique and vocal hygiene (informative) Training for vocal performance of simple examples according to the Curriculum for Musical Culture Short and simple rhythmic and melodic dictations / auditory recognition, writing down Implementation and design of dictation by students |

| | Musical analysis / performing composition, characteristics of style, form, theme, musical texture | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2.6. Format of instruction | <u>lectures</u><br>seminars and workshops<br><u>exercises</u><br>online in entirety<br>partial e-learning<br>field work | | | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>peer teaching (other) | | | 2.7. Comments: | | |
| 2.8. Student responsibilities | Regular attendance at classes and active participation<br>Reading prescribed literature and taking notes<br>Attending concerts<br>Independent study and exam preparation | | | | | | | | |
| 2.9. Monitoring student work | Class attendance | <u>YES<br>0,75</u> | NO | Research | YES | <u>NO</u> | Oral exam | <u>YES 0,5</u> | <u>NO</u> |
| | Experimental work | YES | <u>NO</u> | Report | YES | <u>NO</u> | Homework | YES | <u>NO</u> |
| | Essay | YES | <u>NO</u> | Seminar paper | YES | <u>NO</u> | Peer teaching | YES | <u>NO</u> |
| | Preliminary exam | <u>YES<br>1</u> | NO | Practical work | YES | <u>NO</u> | (other) | YES | <u>NO</u> |
| | Project | YES | <u>NO</u> | Written exam | <u>YES 0,5</u> | NO | ECTS credits (total) | **2** | |

| | **Title** | **Availability in the library** | **Availability via other media** |
|---|---|---|---|
| 2.3. Required literature (available in the library and/or via other media) | Atanasov Piljek, D. – Fiolić D. ( 2019), Sviranka, - obnovljeno izdanje (skripta za sviranje i pjevanje u kojoj su sadržane sve predviđene pjesme sukladne Kurikulu iz Glazbene kulture), Zagreb, Učiteljski fakultet Sveučilišta u Zagrebu. | YES | |
| | Njirić, N. (1992), Pjevanka – priručnik za učitelje s metodičkim uputama za nastavu glazbene kulture u prvom, drugom i trećem razredu osnovne škole, Školska knjiga, Zagreb. | YES | |
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|---|---|
| 2.15.  Optional literature | Michels, U. (2004), Atlas glazbe I. i II., Zagreb, Golden marketing Tehnička knjiga, 265 str.<br>Andreis, J. (1975), Povijest glazbe 1-4, Liber Mladost, Zagreb.<br>Majer-Bobetko, S. (1991), Osnove glazbene kulture, Školska knjiga, Zagreb. |

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|---|---|
| | Županović, L. (1980), Stoljeća hrvatske glazbe, Školska knjiga, Zagreb.<br>Tuksar, S. (2000), Kratka povijest europske glazbe, Matica hrvatska, Zagreb.<br>Tuksar, S. (2000), Kratka povijest hrvatske glazbe, Matica hrvatska, Zagreb. |
| 2.16.    Other  (as the proposer wishes to add) | The condition for passing the exam in Music Culture 2 is passing the preliminary exam in Music Culture 1.<br>The course is held entirely in English. |

## 46. Music practicum 1

| COURSE CODE: 57904 | | | | |
|---|---|---|---|---|
| **1. GENERAL INFORMATION** | | | | |
| 1.1. Course teacher | Assist. Prof. Martina Mičija Palić, Ph.D. | | 1.5. Year of the study | 2 |
| 1.2. Name of the course | **MUSIC PRACTICUM 1 (electronic keyboard, synth.)** | | 1.6. ECTS credits | 1 |
| 1.3. Associate teachers | Assist. Prof. Tamara Jurkić Sviben, Ph.D, MA<br>Assist. Prof. Jelena Blašković Galeković, Ph.D<br>Dubravko Fiolić, artistic advisor<br>Branimir Magdalenić, artistic advisor Miroslav Novak, lecturer – Čakovec<br>Tihomir Prša - Petrinja | | 1.7. Type of instruction (number of hours L + E + S + e-learning) | 0+0+15 |
| 1.4. Study programme (undergraduate, graduate, integrated) | Integrated teacher study | | 1.8. Expected enrolment in the course | 120 |
| 1.5. Status of the course | **x** mandatory | elective | 1.9.    Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
| **2. COUSE DESCRIPTION** | | | | |
| 2.1. Course objectives | Musical literacy and familiarization with the instrument. Practical application of acquired knowledge of musical notation on a given musical instrument (synth.) with proper fingering and playing technique. Independent analysis of the composition given by the curriculum (tonality, measure, shape, range of tones within the melody). Developing correct intonation and expanding the range of the voice in height. | | | |

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|---|---|
| 2.2. Enrolment requirements and/or entry competences required for the course | Basic, fundamental predispositions for the development of musical abilities. The most important entry competence is the independent control of musical hearing, which continues to develop and expand during lessons. Acquaintance with musical notation is mastered in parallel through the musical culture course. Previous knowledge of playing (music school) is not a requirement. |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Conversance of basic scientific and theoretical knowledge from educational fields in upbringing and education (linguistic-communication, social-humanistic, mathematical-natural science, information-communication, physical and health, artistic field), and mastery of relevant content from the corresponding teaching subjects;<br>- During this semester, students are trained to independently read music notes and rhythm, analyse the composition (tonality, measure, range of tones, fingering), and play with the right hand with "intonational counting". Practicing 15 songs of the first grade of elementary school prescribed by the program. Practical application of musical instruments in class. |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | 1. Reading music notes<br>2. Reading the rhythm<br>3. Independent analysis of the musical text (tonality, measure, range of tones, fingering)<br>4. Intonational coping (correct and accurate intonation of the given melody)<br>5. Intonative rhythm counting<br>6. Reading and understanding simple musical content<br>7. Mastery of simple motor skills |
| 2.5. Course content (syllabus) | The course is conducted in a way of gradually learning how to master playing, starting with the basic hand positions on the instrument (keyboard), establishing theoretical knowledge from music theory, through permanent practice at home and mastering an increasingly demanding program, and up to independent music on the instrument through musical examples. Throughout this semester, students encounter 15 songs from the first grade of elementary school, which they first analyse in class (tonality, measure, range of tones, fingering), then practice them at home and play the given learned examples in the next class. |

| 2.6. Format of instruction | lectures<br> seminars and workshops<br> exercises<br> online in entirety<br> partial e-learning<br> field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>practising instrument playing<br>(other) | 2.7. Comments:<br><br>To progress within the course, permanent practice is required (playing a musical instrument at home). |
|---|---|---|---|
| 2.8. Student responsibilities | Regular attendance and active participation in classes<br>Regular performance of obligations (playing learned music examples)<br>Successfully passed exam at the end of the semester | | |

| 2.9. Monitoring student work | Class attendance | YES 0,25 | NO | Research | YES | NO | Oral exam | YES 0,5 | NO |
| | Experimental work | YES | NO | Report | YES | NO | Regular and independent practice (playing) at home | YES 0,25 | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | Peer teaching | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | YES | NO | ECTS credits (total) | 1 | |

| | Title | Availability in the library | Availability via other media |
|---|---|---|---|
| 2.10. Required literature (available in the library and/or via other media) | Piljek-Atanasov, D.(2016), Moja glazba 1, Zagreb: Alfa. | YES | |
| | Atanasov Piljek, D. – Fiolić D. ( 2018), Sviranka, - obnovljeno izdanje,(skripta za sviranje i pjevanje), Zagreb, Učiteljski fakultet Sveučilišta u Zagrebu. | YES | |
| | Golčić, I. (1998): Pjesmarica: za osnovne škole, Zagreb: HKD Sv. Jeronima. | YES | |
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| 2.11. Optional literature | Other available music culture textbooks for the 1st grade of primary school, approved by the decision of the Ministry of Science, Education and Sports of the Republic of Croatia. |
|---|---|
| 2.11. Other (as the proposer wishes to add) | Encouraging the development of hearing and rhythm, sensitizing musical thinking in accordance with the initial concepts covered in class. The course is held entirely in English. |

47. Music practicum 2

| COURSE CODE: 57905 | | | |
|---|---|---|---|
| **1. GENERAL INFORMATION** | | | |
| 1.1. Course teacher | Assist. Prof. Martina Mičija Palić, Ph.D. | 1.5. Year of the study | 2 |
| 1.2. Name of the course | **MUSIC PRACTICUM 2** | 1.6. ECTS credits | 1 |

| | | (electronic keyboard, synth.) | | | |
|---|---|---|---|---|---|
| 1.3. Associate teachers | | Assist. Prof. Tamara Jurkić Sviben, Ph.D., MA<br>Assist. Prof. Jelena Blašković Galeković, Ph.D.<br>Dubravko Fiolić, artistic advisor<br>Branimir Magdalenić, artistic advisor Miroslav<br>Novak, lecturer – Čakovec<br>Tihomir Prša - Petrinja | 1.7. Type of instruction (number of hours L + E + S + e-learning) | | 0+0+15 |
| 1.4. Study programme (undergraduate, graduate, integrated) | | Integrated teacher study | 1.8. Expected enrolment in the course | | 120 |
| 1.5. Status of the course | | **x** mandatory | elective | 1.9. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) | 1 |
| **2. COUSE DESCRIPTION** | | | | | |
| 2.1. Course objectives | | Practical application of acquired knowledge of musical notation on a given musical instrument (keyboard) with proper fingering and right and left-hand playing technique. Playing chordal accompaniment with the left hand determined according to the character and tempo of a certain composition. Independent analysis of the composition given by the curriculum (tonality, measure, shape, range of tones within the melody). Developing accurate intonation and expanding the range of the voice in pitch. Mastering polyphony and practical understanding of the relationship between tempo, rhythm, and meter; dynamic tags... | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | | The main condition is the successful passing of Music Practicum 1, given that the material logically continues and builds on what was previously adopted. Independent control of musical hearing is still an important factor, as well as permanent work on its development. | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | | Conversance of basic scientific and theoretical knowledge from educational fields in upbringing and education (linguistic-communication, social-humanistic, mathematical-natural science, information-communication, physical and health, artistic field), and mastery of relevant content from the corresponding teaching subjects;<br>- Practical application of musical instrument in teaching. During this semester, students are trained to independently read music notes and rhythm, analyze the composition (tonality, meter, range of tones, fingering), and play with the right and left hand while singing the song's lyrics in accurate intonation. Practicing with both hands 30 songs of the first grade of elementary school prescribed by the program. | | | |
| 2.4. Expected learning outcomes at the level of | | 1. Reading notes<br>2. Reading the rhythm<br>3. Independent analysis of the composition (tonality, measure, range of tones, fingering) | | | |

| the course (3 to 10 learning outcomes) | 4. Playing with both hands |
|---|---|
| | 5. Intonative coping (correct and accurate intonation of the given melody) |
| | 6. Intonative counting of the rhythm |
| | 7. Correct singing of the exact text while playing with both hands |
| | 8. Use of diphthongs |
| | 9. Progress in mastering motor skills |
| | 10. Adoption of basic theoretical concepts in instrumental practice |

| 2.5. Course content (syllabus) | The course is conducted in a way of gradually learning how to master playing an instrument, starting with the basic settings of the hands on the instrument (guitar, keyboard), establishing theoretical knowledge in music theory, through permanent practice at home and mastering an increasingly demanding program, and finally independent music playing on the instrument through musical examples with right and left hand. Throughout this semester, students encounter 30 songs from the first grade of elementary school, which they first analyze in class (tonality, measure, range of tones, chords, fingering), then practice them at home and play the given learned examples in the next class. |
|---|---|

| 2.6. Format of instruction | lectures<br>seminars and workshops<br>exercises<br>online in entirety<br>partial e-learning<br>field work | independent assignments<br>multimedia and the internet<br>laboratory<br>work with mentor<br>practicing instrument playing<br>(other) | 2.7. Comments:<br><br>To progress within the course, permanent practice is required (playing a musical instrument at home). |
|---|---|---|---|

| 2.8. Student responsibilities | Regular attendance and active participation in classes<br>Regular performance of obligations (playing learned music examples)<br>Successfully passed exam at the end of the semester |
|---|---|

| 2.9. Monitoring student work | Class attendance | YES 0,25 | NO | Research | YES | NO | Oral exam | YES 0,5 | NO |
|---|---|---|---|---|---|---|---|---|---|
| | Experimental work | YES | NO | Report | YES | NO | Regular and independent practice (playing) at home | YES 0,25 | NO |
| | Essay | YES | NO | Seminar paper | YES | NO | Peer teaching | YES | NO |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | YES | NO |
| | Project | YES | NO | Written exam | YES | NO | ECTS credits (total) | 1 | |

| 2.10. Required literature (available in the library and/or via other media) | Title | Availability in the library | Availability via other media |
|---|---|---|---|

| | Piljek-Atanasov, D. (2016), Moja glazba 1, Zagreb: Alfa. | YES | |
| | Atanasov Piljek, D. – Fiolić D. ( 2018), Sviranka, - obnovljeno izdanje,(skripta za sviranje i pjevanje), Zagreb, Učiteljski fakultet Sveučilišta u Zagrebu. | YES | |
| | Golčić, I. (1998): Pjesmarica: za osnovne škole, Zagreb: HKD Sv. Jeronima | YES | |
| | | | |
| | | | |
| | | | |
| 2.11. Optional literature | Other available music culture textbooks for the 1st grade of primary school, approved by the decision of the Ministry of Science, Education and Sports of the Republic of Croatia. | | |
| 2.11.    Other (as the proposer wishes to add) | Encouraging the development of hearing and rhythm, sensitizing musical thinking in accordance with the initial concepts covered in class.<br>The course is held entirely in English. | | |